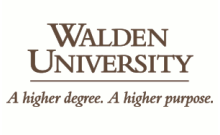

2019

Wellness Paradigms in Predicting Stress and Burnout Among Beginning Expatriate Teachers

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This is to certify that the doctoral dissertation by

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has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2019

Abstract

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by

Kimala N. Proctor

MS, Walden University, 2009

BS, Georgia Southwestern State University, 2001

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial/Organizational Psychology

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Abstract

Research indicates that the current teacher shortage is in part due to stress and burnout. A topic that has not been examined is beginning expatriate English medium teachers (EMTs) with 5 years or less of teaching experience in the United Arab Emirates and the relationship between using individualized, self-initiated wellness paradigms and stress, job burnout, and intent to leave the teaching profession. The transactional model of stress and coping, Maslach's multidimensional theory of burnout, and the health promotion model were used to evaluate the moderating effects of the EMTs' burnout and stress levels on their wellness and intent to leave. In a quantitative, correlational design, multiple linear and moderated multiple regression were used to analyze data from a sample of 165 EMTs employed in schools in the United Arab Emirates. Results indicated that spiritual growth was a significant, negative predictor of intent to leave. EMTs' burnout and stress levels did not have a moderating effect on spiritual growth and intent to leave. There was a significant, positive relationship between emotional exhaustion, personal accomplishment, and intent to leave. These results can foster positive social change by bringing awareness to the stress and burnout that EMTs experience and by proposing that administrators, stakeholders, and school district personnel provide coping mechanisms for teachers to deal with stress, burnout, and intent to leave.

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Dedication

I dedicate this dissertation to my Dad, Mr. Luther Proctor, Jr. Thank you, Daddy, from the bottom of my heart for reminding me that I can do this. To hear those words from you were a constant reminder to continue to work hard, keep my eye on the prize, and that I can accomplish any goal that I work hard to achieve. You have always instilled in me to work hard and to keep a positive mindset and energy. Those values that I learned from you will continue to be my foundation throughout life. Thank you, Dad, for everything.

I also dedicate this dissertation to my daughters. Thank you for understanding, your never-ending patience, and for listening. I can not express in words how both of you believing in me has been an encouragement throughout this dissertation journey and, also on a daily basis. God has destined your health, happiness, and success. You both will fulfill your true beings. Thank you, Alexus, for being such tremendous support and making sure that I was on the right track. I hope and pray that both of you know that I did this dissertation for the three of us. Each of us will achieve everything that we put our hearts, minds, souls, hard work and dedication into.

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I thank God for His grace and mercy, for answering each of my prayers and carrying me through to successfully complete this dissertation journey. I could not have accomplished this goal without God in my life. I am so thankful for His love.

I would like to recognize my dissertation committee for their support. Thank you to my chair, Dr. Nancy S. Bostain, my second committee member, Dr. Robert L. Haines, Jr., and my URR, Dr. Brian P. Cesario. I appreciate you sharing your knowledge, expertise, and guidance during this journey. Thank you for providing resources and assisting me in improving my scholarly writing skills.

To each participant, thank you for completing my online survey. You are greatly appreciated.

Thank you to my family, friends, academic colleagues, and mentors for being an ear, providing support, resources, links, and conversations that opened new lights within me. To my prayer warriors, I sincerely appreciate you for praying with and for me. There are too many people to mention individually, so, to each of you, I greatly appreciate you and offer a heartfelt thank you.

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Chapter 1: Introduction to the Study

Introduction

Clandinin et al. (2015) proclaimed that 40% of beginning teachers resign in the initial 5 years of their careers. Much of this percentage includes teachers from the United States (Ingersoll, Merrill, & Stuckey, 2014) and occurrences on an international level (Lindqvist, Nordanger, & Carlsson, 2014). According to Skaalvik and Skaalvik (2015), teachers have an elevated rate of occupational stress; 60-70% teachers experience stress, and 30% exhibit burnout (Bauer et al., 2006; Bermejo-Toro & Prieto-Ursúa, 2006; Shen et al., 2014). Beginning expatriate English medium teachers (EMTs) may benefit from using strategies to relieve stress, reduce the rate of burnout, and mitigate intention to leave the teaching profession. Using wellness paradigms as coping mechanisms may or may not affect United Arab Emirates (UAE) EMTs' intent to leave the profession within the initial 5 years of teaching. A need exists to identify stress early in teaching careers, as this may be valuable in evaluating retention of teachers and precursors of intent to leave (Aspfors & Fransson, 2015; Glazer, 2018; Jadoo et al., 2015; Ryan et al., 2017). A gap in research exists on whether assessments can be used to gather information on the effect of wellness paradigms on stress (Conley, Travers, & Bryant, 2013; Hülsheger, Feinholdt, & Nübold, 2015; Sears, Kraus, Carlough, & Treat, 2011).

It is not known what relationship individualized, self-initiated wellness paradigms (ISIWPs) have with EMTs' job stress, burnout, and intent to leave the teaching profession. The relationship between these variables was addressed in this study (Aspfors & Fransson, 2015; Bernay, 2014; Doherty, Richardson, & Thorn, 2013; Feiman-Nemser,

2014; Finn & Holmes, 2014; Kim, Youngs, & Frank, 2017; Langher, Caputo, & Ricci, 2017; Rodriguez & Scurry, 2014; Sagone & De Caroli, 2014). Positive social changes that could be the result of using ISIWPs include reduced teacher stress and burnout levels, improved student success through teachers who experience less stress and remain in the teaching profession, and encouraging school districts to provide coping mechanisms for teachers to deal with stress (Ansley, Houchins, & Varjas, 2016; Paquette & Rieg, 2016). Chapter 1 includes background information for the study, the problem statement, the purpose of the study, the research questions and hypotheses, the theoretical framework of the study, the nature of the study, pertinent definitions, assumptions, scope and delimitations, limitations, significance, and a summary of the chapter.

Background

Correlations have been found between stress, mindfulness, and burnout among teachers (Abenavoli, Jennings, Greenberg, Harris, and Katz, 2013). The results of the Abenavoli et al. (2013) study indicated teachers do experience stress, and their level of mindfulness was directly related to the burnout they experience. The article is background knowledge for this study, as it provides research relevant to how teachers cope with stress, burnout, and requirements of teaching. Ablah et al. (2015) described a wellness program that was incorporated across several businesses and required minimal materials. The purpose of the program was to raise physical activity, walking movement, and a goal was set to complete 10,000 steps each day to improve employee wellness. Eighty-seven percent of the participants were employed in a school; Ablah et al. (2015) reported that the participants completed an average of 8,087 steps per day and 56,612

steps per week. Twenty-one percent of the participants who were employees of a large employer surpassed 70,000 steps per week. Thirty-four participants who were employed by smaller employers surpassed 70,000 steps per week. The evaluation lasted for 10 weeks. Ablah et al. (2015) highlighted the importance of increasing physical activity and worksite wellness for employees' overall well-being.

Alkhateeb, Kraishan, and Salah (2015) conducted a study on a population of all Islamic education teachers in the Ministry of Education (MoE) in Ma'an, Jordan. The population consisted of 120 teachers on two levels: (a) teachers with under 5 years of experience and (b) teachers with more than 5 years of experience. Alkhateeb et al. wanted to find solutions for the teachers who were frustrated in teaching their students, experienced burnout, and sought ways to decrease the stress of teaching. Three aspects of the Maslach scale—emotional exhaustion, depersonalization, and personal accomplishment—were used. The Maslach burnout inventory, educators survey's (MBI-ES) emotional exhaustion scale evaluates participants' feelings that are adversely affected by work. The depersonalization scale evaluates distant reaction to work. The personal accomplishment scale evaluates outlook of capabilities and achievements (Bakker & Costa, 2014; Curry & O'Brien, 2012; Maslach & Jackson, 1981a; Maslach, Jackson, & Leiter, 1996). The results were that the Islamic teachers experienced a moderate level of burnout and a decrease in personal accomplishments.

Ansley et al. (2016) also provided details on the seriousness of stress that teachers experience and strategies to manage that stress. They also discussed the likelihood that stress could affect teachers' performance levels. The results of the study indicated that

teachers should not experience stress derived from health issues. Schools should provide coping mechanisms to assist teachers in dealing with stress. Teachers should be healthy to work at optimal levels. The research-based strategies for stress management and the significance of teachers being actively involved in their coping mechanisms were directly related to this research study.

Bataineh and Alsagheer (2012) analyzed various forms of support within schools to reduce the burnout levels of special education teachers in the UAE. The demographics of the participants—age, years of experience, and marital status—did not affect the results of the levels of teacher burnout. The study provided suggestions for teachers, such as using family, colleagues, and supervisors at work for support. Brunsting, Sreckovic, and Lane (2014) reported the necessity to research special education and regular education teacher burnout through the Maslach theory. Among other things, the results included an intervention for teachers who experienced burnout. The intervention results showed that participants experienced significant changes. The relevance of this article to my study is that Brunsting et al. (2014) recognized the importance of teacher burnout, causes of burnout, and interventions to manage burnout.

Curry and O'Brien (2012) provided a discussion on teachers' individual experiences with stress and how wellness activities reflected on stress management. The authors provided information on the significance of wellness activities to maintain teachers in the classrooms and provide support for them. Curry and O'Brien found that several items contribute to teacher stress and can lead to burnout, which, in turn, affects teacher shortage. They indicated that wellness activities could help reduce teacher stress

and burnout, and their findings were integral to this research study of wellness activities for teachers' burnout levels.

Yu, Wang, Zhai, Dai, and Yang (2015) discussed work stress as being associated with teacher burnout. Information was provided to encourage teacher health in connection with burnout. The researchers found that job burnout was derived from work-related stress, which caused decreased self-efficacy and being tired of working as a teacher. Yu et al. (2015) presented information on the causes of stress that led to teacher burnout and established the improvement of teachers within the workplace.

Teacher stress, burnout, intent to leave, health management, and coping mechanisms are concerns addressed by researchers of educator attrition (Brown, Lee, & Collins, 2015; Paquette & Rieg, 2016; Salmela-Aro & Upadyaya, 2014; Schmidt, Klusmann, Lüdtke, Möller, & Kunter, 2017). Increasing numbers of EMTs and Emirati teachers in the UAE are vacating their teaching positions (Ryan et al., 2017). Emirati teachers are resigning due to stress from hard work, multiple tasks, teaching responsibilities, and decreased compensation (Aspfors & Fransson, 2015; Blomberg & Knight, 2015; Dickson, Riddlebarger, Stringer, Tennant, & Kennetz, 2014; Sharif, Chowdhury, & McMinn, 2014; Skaalvik & Skaalvik, 2015). In this study, I sought to determine how EMTs' choices of ISIWPs affected their stress, burnout levels, and intentions to leave the teaching profession.

Problem Statement

"Teacher burnout occurs when teachers undergoing stress for long periods of time experience emotional exhaustion, depersonalization, and lack of personal

accomplishment" (Brunsting et al., 2014, p. 681). The demands associated with meeting student needs, communicating with parents, and collaborating with colleagues may take an emotional toll on young teachers, leading to burnout as demands exceed emotional strength (Maslach, Schaufeli, & Leiter, 2001). Job burnout occurs when people experience mental and physical exhaustion resulting from working under extreme conditions (Chegani & Ehteshamzadeh, 2016; Maslach et al., 2001; Peng et al., 2016).

Stress and extensive workloads often cause beginning teachers—those with 1 to 5 years of teaching experience—to leave the teaching profession in their first years (Ryan et al., 2017; Skaalvik & Skaalvik, 2017). Teacher stress and burnout contribute to the current teacher shortage (Atiyat, 2017; Carson, 2013; Dicke et al., 2014; Zargar, Vandenberghe, Marchand, & Ayed, 2014). Stress occurs frequently, and there is a valid need to conduct further research on stress and stress management (Bergin & Jimmieson, 2013; Csaszar & Buchanan, 2015; Sengupta & Sengupta, 2017). Constant stressful situations may create an atmosphere for potential burnout (Antoniou, Ploumpi, & Ntalla, 2013; Bartholomew, Ntoumanis, Cuevas, & Lonsdale, 2014).

The results of burnout may include debilitating feelings, demeanors, and actions after exposure to stressful conditions for an extended period (Yu et al., 2015). Participating in exercise, yoga, and deep breathing techniques can reduce stress levels and positively affect mood regulation (Chase & Hutchinson, 2015; Harris, Jennings, Katz, Abenavoli, & Greenberg, 2016; Netz & Lidor, 2003). Relaxation guidance, meditation, and muscle relaxation conducted at a worksite have been found to decrease participants' stress levels (Gu, Strauss, Bond, & Cavanagh, 2015; Harris et al., 2016;

Klatt, Buckworth, & Malarkey, 2009; Van Gordon, Shonin, Zangeneh, & Griffiths, 2014; Visted, Vøllestad, Nielsen, & Nielsen, 2015).

Martin and Hafer (1995) defined intent to leave as desires or intentions to voluntarily resign from a place of employment. Employees make decisions concerning their intent to leave their organization based on changes within themselves, experiences of stress, and/or alterations within the organization where they are employed. At times, employees leave their organizations without alternative employment opportunities (Aloe, Amo, & Shanahan, 2014; Karakuş, Toprak, & Gürpınar, 2014; Shapira-Lishchinsky & Tsemach, 2014).

Teachers in the UAE experience stress and burnout (Alkhateeb et al., 2015) and are interested in learning coping mechanisms to manage stress and burnout (Aspfors & Fransson, 2015; Feiman-Nemser, 2014; Moir, 2005; Penn-Edwards, Donnison, & Albion, 2016; Richter et al., 2013; Yirci, 2017). Participants in this study completed an assessment to demonstrate the relationship between EMTs in the UAE using ISIWPs and the reduction in stress, job burnout, and intent to leave the teaching profession (Tucker, Marsiske, Rice, Nielson, & Herman, 2011). Using wellness paradigms as coping mechanisms may predict EMTs' intent to leave the profession within the initial 5 years of teaching. An adequate plan for wellness may assist in overcoming issues that contribute to stress and job burnout for EMTs (Brunsting et al., 2014; Paquette & Rieg, 2016). As determined in the study, spiritual growth was a significant negative predictor of intent to leave. Some EMTs may alleviate stress, burnout, and intent to leave by participating in wellness paradigms. Specifically, activities such as eating healthy meals, participating in

physical exercise, drinking adequate amounts of water, getting adequate levels of sleep, taking personal time out to relax, meditating, using deep breathing strategies, practicing yoga, and taking quiet time can be taken into consideration by EMTs to alleviate stress levels and reduce burnout (Almiron & Zoppeddu, 2015; Dahlan-Taylor, 2015; Lovold, 2013). It was not known if using ISIWPs with EMTs predicts their level of job stress, burnout, and intent to leave the teaching profession.

The study produced results that gauge EMTs' coping skills to maintain their workload and responsibilities and that suggest a possible means to decrease beginning expatriate EMTs' intent to leave the education profession in the UAE (Austin, Chapman, Farah, Wilson, & Ridge, 2014; Kim et al., 2017; Miller & Hellsten, 2017). Results from this research may assist educational leaders in addressing the stress and burnout of early career expatriate teachers in the UAE.

Purpose of the Study

The purpose of this quantitative nonexperimental, correlational study using multiple linear and moderated multiple regression analyses was to test the Maslach theory of job burnout (Maslach, 1998) on the burnout levels of EMTs at schools in the UAE. It also sought to determine if stress and burnout moderated the relationship between intent to leave the teaching profession and the use of ISIWPs. The results of this study may be used to create positive social changes to assist EMTs beginning their careers in the UAE in recognizing stressors they experience, coping with those stressors through wellness paradigms, and establishing methods to alleviate or prevent burnout. In this research study, the relationships between EMTs employed in the UAE using ISIWPs and the

occurrences of stress, burnout, and intentions to leave the teaching profession were examined.

Research Questions and Hypotheses

The three research questions that guided this study were:

RQ1: Do any of the components of the ISIWPs predict EMTs' intent to leave the teaching profession?

$H_0$1: None of the components of the ISIWPs, as measured by the Health Promoting Lifestyle Profile (HPLP-II), predicts EMTs' intent to leave the teaching profession as measured by the turnover intention scale (TIS).

$H_1$1: At least one of the components of the ISIWPs, as measured by the HPLP-II, predicts EMTs' intent to leave the teaching profession as measured by the TIS.

RQ2: Do EMTs' burnout levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

$H_0$2: The EMTs' burnout levels, as measured by the MBI-ES score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

$H_1$2: The EMTs' burnout levels, as measured by the MBI-ES score, moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

RQ3: Do EMTs' stress levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

$H_0$3: The EMTs' stress levels, as measured by the Teacher Stress Inventory (TSI) total score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

$H_1$3: The EMTs' stress levels, as measured by the TSI total score, moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

The predictor variables (PVs) of this research study are the ISIWPs. The moderating variables (MVs) are the stress and burnout that EMTs may experience as they teach in the UAE. The outcome variable (OV) is the intent to leave. I conducted the research in the form of a quantitative correlation study using multiple linear and moderated multiple regression. I collected data using several instruments. The surveys used were the TSI (Fimian, 1984), MBI-ES (Maslach et al., 1986; Maslach, Jackson, & Schwab, 1996), TIS (Cohen, 1999b), and the HPLP-II (Walker, Sechrist, & Pender, 1987). Survey research was implemented to collect the data needed to assess the relationship between EMTs who experienced stress, EMTs who experienced burnout, EMTs who experienced intent to leave the teaching profession, and an individualized self-initiated wellness paradigm used as the predictive measure for the EMTs.

Theoretical Framework for the Study

In this research study, I examined EMTs' experiences with job burnout and stress. I also evaluated the EMTs' intention to leave the teaching profession in relation to the use of ISIWPs. Wellness, burnout, and stress are all multidimensional concepts (Chang, Lee,

Byeon, Seong, & Lee, 2016; Fernet, Chanal, & Guay, 2017; Skoluda et al., 2015); three separate theories jointly provided the basis for the study: the Maslach multidimensional theory of burnout, the transactional model of stress and coping, and the health promotion model. I used these theories as a lens to study the relationships between EMTs using ISIWPs and the occurrences of stress, burnout, and intentions to leave the teaching profession.

The Maslach multidimensional theory of burnout is the foundation of Maslach's burnout inventory (MBI; Golshani, 2013). Emotional exhaustion, depersonalization (reverberation to other people), and decreased personal accomplishment (individuals' acknowledgement to self) are the three elements of the multidimensional theory (Maslach, 1998; Maslach et al., 2001; Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008). Individual comprehension of burnout and stress levels in conjunction with social relations, self-perceptions, and atmosphere in the work environment is the basis of this theory. The theory is based on burnout being experiences of stress ingrained within individuals' understandings of self and social connections, including work environments. The three burnout components and stress, which may be experienced by the participants, are the common variables in the study. The literature review covers the definitions of burnout, an exhaustive examination of research studies of teachers who experience burnout in their workplace, and the outcomes of their experiences. The multidimensional theory is aligned in this research study in determining the EMTs' burnout levels as a moderating variable between their use of ISIWPs and their intentions to leave the teaching profession.

Lazarus' stress theory was first presented in 1966 and later developed into the transactional model of stress and coping theory (Lazarus & Folkman, 1984) as a framework for assessing difficulties, risks, hurtful circumstances, and the methods to cope with the forms of stress. The focus of stress in events involves an analogy of external or internal requirements that extend beyond the resources and coping mechanisms available (Lazarus, 1966, 1991; Lazarus & Folkman, 1984). The transactional model of stress and coping theory (Lazarus & Folkman, 1984) is the basis for the prediction of the EMTs' stress levels. In this research study, I measured the EMTs' stress levels using the TSI scale (Fimian, 1984). Anderson, Levinson, Barker, and Kiewra (1999) advocated that the TSI scale has sufficient levels of validity and reliability for teachers because the methods capture the phenomenon and the scale measures the variables intended. This study included an investigation of the theoretical idea of EMTs' identification of the stress levels they experienced. I evaluated the EMTs' experience with stress in the study and examined the relationship between using ISIWPs and coping with the stress (Fimian, 1982).

Pender developed the original version of the health promotion model (HPM) in 1982, and later revised it (Pender, 1996). According to Pender, Murdaugh, and Parsons (2011), HPM is a theory created to develop the understanding of individuals' health and/or wellness. HPM theory developed from the health belief model (Taylor, 1999). Based on a focus of activities that promote health and well-being (Sheehy & McCarthy, 1998), HPM defines several psychologically intuitive and adaptable variables that contribute to choices about individuals' personal health (Jackson, Tucker, & Herman,

2007). HPM is the basis of the HPLP-II scale (Walker et al., 1987), which measures an individual's health promoting activities (Cyphers, Clements, & Lindseth, 2016). Individuals' decisions to incorporate healthy living skills into their lives are a personal choice; the healthy options and actions are included in everyday activities (Walker et al., 1987). An individual who makes the choices to live a healthy lifestyle, according to Pender (1996), is taking responsibility for their personal well-being. The accountability of the healthy lifestyle includes the six subscales of the HPLP-II scale: (a) physical activity, (b) nutrition, (c) spiritual growth, (d) interpersonal relations, (e) stress management, and (f) health care awareness/responsibility (Walker et al., 1987). I used HPLP-II in this study to measure the six subscales (Yilmaz, Demir, & Esenturk, 2016) of the EMTs to predict their stress levels, burnout levels, and intentions to leave the teaching profession.

Nature of the Study

The research is a quantitative nonexperimental correlational study using multiple linear and moderated multiple regression analyses (Nadirova & Burger, 2015). The justification for the quantitative design is that objective, statistical, and numerical measurements were used (Black, 1999; Evan, 2017; Fitzgerald & Cox, 2002). In a qualitative study, interviews would be used to determine the lived experiences of the participants, which is beyond the scope of this research study as statistical data is sought to test hypotheses. According to Cohen, West, and Aiken (2014), a nonexperimental, correlational design is aimed at determining the presence or absence of relationships between two or more variables. I used a multiple linear regression analysis to gather

evidence if a statistically significant relationship existed between components of the wellness paradigm—(a) physical activity, (b) nutrition, (c) spiritual growth, (c) interpersonal relations, (d) stress management, and (e) health care awareness/responsibility—and the intent to leave. I used a moderated multiple regression analysis to determine if EMTs' burnout levels and stress levels had a moderating effect on the significant predictors of wellness on the intent to leave.

I collected data through online surveys (Black, 1999; Evan, 2017). Then I analyzed the data through multiple linear and moderated multiple regressions (Nadirova & Burger, 2015; Wolfle, 1980). I used survey research to collect data to assess whether EMTs' participation in wellness paradigms predicted their stress levels, burnout levels, or intent to leave. The collected data were used to evaluate if the EMTs' burnout levels moderated the relationship between their wellness and intent to leave the teaching profession. The predictor variables of the study were the ISIWPs, which include six subscales (Walker et al., 1987): (a) physical activity, (b) nutrition, (c) spiritual growth, (d) interpersonal relations, (e) stress management, and (f) health care awareness/responsibility (Walker et al., 1987). The moderating variables were stress and burnout. The outcome variable was the intent to leave, which the EMTs may experience as they teach in the UAE.

The study was a determination of the relationship between EMTs' ISIWPs and stress levels, burnout levels, and intent to leave. The surveys used were the TSI (Fimian, 1984), MBI-ES (Maslach et al., 1986; Maslach et al., 1996), TIS (Cohen, 1999b), and the HPLP-II (Walker et al., 1987). I examined the relationship between EMTs' use of

wellness paradigms (predictor variables) and their levels of stress and burnout (moderating variables) and intent to leave (outcome variable) within the first 5 years of teaching in the UAE. The HPLP-II, TIS, TSI, and the MBI-ES are self-report measurement tools. I distributed each measurement through SurveyMonkey by e-mail (SurveyMonkey, 2016a).

The HPLP-II is a 52-item four-point rating assessment that includes six subscales (Tucker et al., 2011; Walker et al., 1987; Walker, Volkan, Sechrist, & Pender, 1988). I used the scale to measure participants' intensity and frequency of different types of wellness paradigms. The score was established by computing the mean of the subscale responses and each subscale mean was used.

The TIS includes a three-item five-point Likert scale. The scale includes nine questions. I used it to assess the participants' intentions to leave their occupation (Cohen, 1999b). The score was determined by the mean of the three scores. The EMTs who participated in wellness programs were assessed through this scale to determine if they experienced thoughts and intentions about leaving their occupation. The rating scale of the TIS meant that a high total score indicated decreased levels of intentions to leave the profession.

The TSI (Fimian, 1984; Fimian & Blanton, 1986) and the MBI-ES (Maslach & Jackson, 1986; Maslach et al., 1996; Maslach et al., 1986; Maslach et al., 1996) were used to measure stress and the association to job burnout, respectively. The TSI is a 49-item measurement tool that assessed EMTs' levels of stress, individual stressors, and feelings about their job (Fimian, 1984). The rating was evaluated on a five-point Likert

scale that was used to test how strong the participant felt from no strength to a major level of strength. The final score was determined by adding the calculated scores of each item and dividing the score by 10 (Fimian, 1984).

The MBI-ES is a 22-item seven-point Likert scale that measured teachers' burnout (Maslach et al., 1986; Maslach et al., 1996). The rating is based on *never* to *every day* recurrences of burnout that the participants encountered. The scale was used to show the magnitude of burnout (Maslach et al., 1986; Maslach et al., 1996). Burnout is a personal occurrence of stress set in an environment of multifaceted communal relationships, which includes individuals' ideas of themselves and other individuals (Jackson & Maslach, 1982; Maslach, 1998; Maslach et al., 1986; Maslach & Jackson, 1981b; Maslach & Jackson, 1986; Maslach et al., 1996). The MBI-ES emotional exhaustion scale evaluates a person's feelings that are adversely affected by work. The depersonalization scale evaluates distant reaction to a person's work. The personal accomplishment scale evaluates the outlook of a person's capabilities and achievements (Bakker & Costa, 2014; Curry & O'Brien, 2012; Maslach & Jackson, 1981a; Maslach et al., 1996). The occurrences of stress and burnout experienced by the EMTs were also assessed through the scores on each scale of the MBI-ES (Maslach et al., 1986; Maslach et al., 1996).

I provided informed consent information to each participant. The consent included information pertaining to the confidentiality and security of the participants' names and any identification sources. The participants' identification was not disclosed to the employer. The participants completed the measurements individually. I requested

permission from the publishers of the scales to replicate them in this study. I analyzed the data gathered using SPSS Version 25. The ISIWPs that EMTs participated in were used to determine the relationship between stress, job burnout, and intent to leave.

Definition of Key Terms

Emirati teacher: Citizens of the UAE who are teachers.

English medium teacher (EMT): Beginning expatriate teachers employed in a foreign country outside of their native country—the UAE for this study—by choice. They are provided work visas by their employers in order to live and work in the foreign country and may be employed for varied amounts of time (Austin et al., 2014; Littrell, Salas, Hess, Paley, & Riedel, 2006). The EMTs of this study are specifically employed at schools in the UAE.

Individualized, *self-initiated wellness paradigms* (*ISIWPs*): Any components of personal wellness programs, physical activity, nutrition, spiritual growth, interpersonal relations, stress management, and health care awareness/responsibility that an individual uses to manage stress and burnout to achieve optimal physical, spiritual, social, and mental well-being (Tucker et al., 2011; Walker et al., 1987; Walker, Sechrist, & Pender, 1995).

Intent to leave: An individual's recognition and aim to resign from their current employment on their own accord (Cohen, 1999a; Martin & Hafer, 1995; Mobley, Griffeth, Hand, & Meglino, 1979).

Teacher job burnout: Prolonged enduring of stress by teachers, which includes emotional exhaustion (declining emotional options to relate to others), depersonalization

(reverberation to other people), and lack of personal accomplishment (individuals' acknowledgement to self) (Brunsting et al., 2014; Maslach, 1998; Maslach et al., 2001; Özler & Atalay, 2011; Van den Broeck et al., 2008).

Teacher stress: Adverse emotional occurrences affiliated with the work environment and a teacher's individual capacity to cope (Kokkinos, Stavropoulos, & Davazoglou, 2016; Kyriacou, 2001).

Well-being: A person's individual evaluation of their life in perspective of their physical, mental, emotional, spiritual, and psychological health and working toward achieving significant ambitions (Diener, Emmons, Larsen, & Griffin, 1985; Diener, Suh, Lucas, & Smith, 1999; Salmela-Aro & Upadyaya, 2014).

Assumptions

An assumption was that each participant was actively aware, capable, and knowledgeable concerning all facets to individually cope with their experiences of stress, burnout, and intent to leave. It was an assumption that the participants fully understood the questions in the MBI-ES, TSI, HPLP-II, and TIS scales and answered each question truthfully. I informed the participants that their responses were unidentifiable and confidential to decrease apprehension of answering the survey questions honestly (Lucas, Gratch, King, & Morency, 2014). The participants' honest responses to the survey questionnaires provided a more objective viewpoint. The participants in the study completed the online surveys confidentially and on a voluntary basis through SurveyMonkey. I assumed that the online survey was accessible in a format that would

not be difficult for the participants. An additional assumption was that all participants had prior work experience before becoming employed as EMTs in the UAE.

Scope and Delimitations

The scope of the study included participants who had five or fewer years of teaching experience, specifically within the UAE. The study did not include EMTs with more than five years of teaching experience in the UAE. The number of years taught in the UAE demonstrated participants' status as a beginning teacher. The number of years of teaching experience prior to employment in the UAE was not analyzed in the study.

The EMTs were employed in schools in the UAE. The EMTs taught grade levels KG–12. Teachers who were local citizens of the UAE were excluded. The eligible participants completed the questionnaires. The sample did not include individuals who held an administrative position in the UAE school system. I used a quantitative correlational design to evaluate the relationship between the predictor variables (ISIWPs), moderating variables (stress and burnout), and the outcome variable (intent to leave). The participants completed online surveys on an individual and voluntary basis. The research survey instruments included reliable, valid scales (Anderson et al., 1999; Chen, Brown, Bowers, & Chang, 2015; Fimian, 1984, 1988; Gold, 1984; Iwanicki & Schwab, 1981; Li et al., 2016; Walker et al., 1987; Walker et al., 1988). The use of reliable and valid scales can contribute to decreased researcher bias. I used the surveys to measure the participants' ISIWPs, stress levels, burnout levels, and intent to leave the teaching profession (Frankfort-Nachmias & Nachmias, 2008). I measured the predictor, moderating, and outcome variables effectively through the scales.

A delimitation was that the EMTs' different work environments, grade levels of students that they teach, students' gender, students' age, and information about the participants' administrative team were not included in the study. I recruited participants who fit the specified criteria (EMTs with 5 years or less of teaching experience in the UAE) through online notifications using e-mail via the school education system directory. I used solicitation through social media sites, flyers, and the snowballing method to recruit participants. The snowballing method is a nonprobability sampling strategy that I used to gain access to EMTs with 5 years or less of experience working in the UAE by contacting other EMTs in the sample. Through the snowball method, the EMTs who fit the specified criteria were solicited to complete the online survey questionnaires. I implemented these methods until the necessary sample size of 146 EMTs was obtained (Etikan, Alkassim, & Abubakar, 2015; Head, Dean, Flanigan, Swicegood, & Keating, 2015).

Limitations

The participants' assessment of their use of ISIWPs to reduce their levels of stress, burnout, and experiences of intent to leave were completed with online surveys. All participants completed the questionnaires for the study independently on a voluntary basis. Limitations of the surveys being completed independently were that additional information other than the survey questions was not obtained, respondents may not have answered all of the questions, the potential for biased presentations, and the potential of the questions not being answered honestly; these parameters may have resulted in altered response data (Hayes, 2015; Pelt, van der Linden, & Born, 2017; Sproull, 2002).

Participants may not have answered truthfully due to apprehension of stigmatization in their work environments. To address these limitations, I provided information on the survey start page noting that every answer was important to the research, so truthful and honest answers would be appreciated.

The participants were established through nonprobability sampling/purposive sampling to allow inclusion of EMTs who were suitable for the study. The purposive sampling was a limited number of the larger population of the EMTs (Frankfort-Nachmias & Nachmias, 2014). However, I assumed that the targeted population was represented for the study due to the number of participants included (150). Another limitation was that a cause-and-effect relationship could not be established because of the nature of correlational research (Frankfort-Nachmias & Nachmias, 2014; Garber & Hollon, 2015; Jeon, 2015; Slack & Draugalis, 2001). Statistical data were used to examine the relationships between EMTs employed in the UAE using ISIWPs and the occurrences of stress, burnout, and intentions to leave the teaching profession.

Significance

The results of the study may have assisted EMTs to establish additional knowledge on taking personal responsibility to cope with stress, burnout, and intent to leave. The results of the study may be beneficial to share with EMTs, administrators, and stakeholders regarding current research on the use of ISIWPs, stress, burnout, and intent to leave. The EMTs who participated in wellness activities may have experienced benefits such as a reduction in stress levels and increased energy (Centers for Disease Control and Prevention, 2013; Strijk, Proper, van Mechelen, & van der Beek, 2013). The

EMTs who discovered personal coping mechanisms for stress and burnout may have gained perspective, allowing them to consider remaining in the teaching profession.

This supportive research provided information to teachers, administrators, stakeholders of the school community on the necessity of researching teacher well-being to increase teacher productivity and make better school environments for students, which can lead to positive social change. There is a need to examine the means to alleviate stress and burnout through independent wellness programs (Salmela-Aro & Upadyaya, 2014; Siu, Cooper, & Phillips, 2013; Toker & Biron, 2012). Understanding the importance of ISIWPs use by EMTs could lead to better awareness for school administration and stakeholders regarding teachers' well-being and decreased burnout, which can lead to elevated levels of self-confidence and accountability. Teachers' recognition of their well-being may advocate more commitment to their students' active engagement in their learning and overall accomplishments in academics, social skills, and behavior (Day, 2012; Frank-Stromborg, Pender, Walker, & Sechrist, 1990; McCarty, 2015). Teachers who remain in the teaching profession for prolonged periods develop a concept of self-efficacy and provide a consistent educational setting within communities and decrease the issues of teacher shortage (McCarty, 2015).

Career educators are supportive for communities and the progression of the education system (Carson, 2013; Dicke et al., 2014; Zargar et al., 2014). As a result, experienced teachers educate students for prolonged periods over the course of their academic years (Dunn, Farver, Guenther, & Wexler, 2017). Other positive social changes that may result from the use of ISIWPs include reducing teachers' stress and burnout

levels and improving student success through teachers who experience less stress and remain in the teaching profession. The results from this research could be used to encourage school administrators and leaders to provide coping mechanisms for teachers to deal with stress (Ansley et al., 2016; Paquette & Rieg, 2016).

The use of ISIWPs for the reduction of stress, burnout, and intentions to leave is not well documented (Kim et al., 2017; Langher et al., 2017; Sagone & De Caroli, 2014). A gap in research exists on whether assessments can be used to gather information on the effect of wellness paradigms on stress (Conley et al., 2013; Hülsheger et al., 2015; Sears et al., 2011). A need exists to identify stress early in teaching careers, as this may be valuable in evaluating teacher retention and precursors of intent to leave (Aspfors & Fransson, 2015; Glazer, 2018; Jadoo et al., 2015; Ryan et al., 2017).

Summary

Chapter 1 included the topic of the study, problem statement, purpose of the study, research questions, hypotheses, theoretical framework, and nature of the study. The relationship between the use of ISIWPs by EMTs and their levels of stress, burnout, and intent to leave was examined through the participants' independent, online completion of the TSI, MBI-ES, TIS, and the HPLP-II surveys. I conducted the evaluation in a quantitative, correlation study. A multiple linear and moderated multiple regression was conducted. The sample included EMTs in the UAE who have 1 to 5 years of teaching experience in the UAE. The theories related to burnout, stress and coping, and wellness programs to support this study were the Maslach multidimensional theory of burnout, the transactional model of stress and coping, and the health promotion model.

Chapter 2 will include a literature review on the key variables and theories relevant to the study. The key variables were teaching in the UAE, teacher stress, teacher job burnout, intent to leave teaching in the UAE, and ISIWPs. Literature that supported the relationship between the use of ISIWPs by EMTs and their stress, burnout, and intentions to leave the teaching profession is examined in Chapter 2.

Chapter 2: Literature Review

Introduction

Stress and extensive workloads often cause beginning teachers, those with 1 to 5 years of teaching experience, to leave teaching within their first years (Ryan et al., 2017; Skaalvik & Skaalvik, 2017). Teacher stress and burnout have contributed to the current teacher shortage (Atiyat, 2017; Carson, 2013; Dicke et al., 2014; Zargar et al., 2014). Teachers in the UAE experience stress and burnout (Alkhateeb et al., 2015) and are interested in learning coping mechanisms to manage stress and burnout (Aspfors & Fransson, 2015; Feiman-Nemser, 2014; Penn-Edwards, Donnison, & Albion, 2016; Richter et al., 2013; Yirci, 2017). The EMTs may benefit from using strategies to relieve stress, reduce the rate of burnout, and mitigate intention to leave the teaching profession. An individualized adequate plan for wellness may assist teachers in overcoming issues that contribute to stress and job burnout (Brunsting et al., 2014; Paquette & Rieg, 2016). This study's results may help UAE beginning expatriate EMTs gauge coping skills to maintain their workload and responsibilities and suggest a possible means to decrease the EMTs' intent to leave the education profession in the UAE (Austin et al., 2014; Kim et al., 2017; Miller & Hellsten, 2017).

The purpose of this quantitative nonexperimental correlational study using multiple linear and moderated multiple regression analyses (Nadirova & Burger, 2015; Wolfle, 1980) is to test the Maslach theory of job burnout (Maslach, 1998) on the burnout levels of EMTs at schools in the UAE. I sought to determine if stress levels, burnout experiences, and intent to leave the teaching profession were alleviated or reduced

through ISIWPs. The goal of this study was to assist teachers beginning their careers in the UAE to recognize any stressors they may experience, cope with those stressors through wellness paradigms, and establish methods to alleviate or prevent burnout.

The literature review includes the introduction section, which details the purpose of this study, followed by the search strategies to gather peer-reviewed literature for the study, the theoretical frameworks that validate the study, and the various themes of the literature review. Literature about the predictor, outcome, and moderating variables and seminal literature are included. The literature review includes studies about use of wellness paradigms to cope with teacher stress, burnout, intent to leave the teaching profession, and teaching in the UAE. The literature includes information on beginning teachers who resign within the first 5 years. The review gives the background of the problem that I investigated. The summary of the Chapter 2 Literature Review identifies the gaps in the literature, such as further research on beginning teachers' individualized means of coping with stress, burnout, and intent to leave with wellness paradigms. This information will transition to Chapter 3.

Literature Search Strategy

The library databases I accessed for this study were PsycTESTS, Academic Search Complete, American Doctoral Dissertations, Business Source Complete, CINAHL Plus with Full Text, eBook Collection (EBSCOhost), ERIC, MEDLINE with Full Text, Political Science Complete, Primary Search, Research Starters-Education, SocINDEX with Full Text, ProQuest Central, ProQuest Dissertations & Theses Global, Thoreau, SAGE Journal, SAGE Knowledge, SAGE Research Methods Online, SAGE

Stats, Mental Measurements Yearbook with Tests in Print, Health and Psychosocial Instruments (HaPI), Business Source Complete, ABI/INFORM Collection, Emerald Management, ScienceDirect, Education Source, Education Research Starters, Teacher Reference Center, Taylor and Francis Online, PsycINFO, Political Science Complete, CINAHL & MEDLINE Simultaneous Search, ProQuest Health & Medical Collection, and PsycINFO. The search engine I used was Google. Google Chrome, Google Scholar, Internet Explorer, and Mozilla Firefox are browsers I also used to search for literature. Any resources that I found in these searches were verified as having a peer-reviewed scholarly status through Ulrichsweb Global Serials Directory.

The key search terms and combinations used in the literature search were *stress, occupational stress, teacher distress, teacher stress, burnout, job burnout, teacher burnout, intent to leave, teacher retention, job satisfaction, organizational commitment, organizational ethics, schools, United Arab Emirates (UAE), teachers, novice teachers, beginning teachers, beginning, UAE teachers, expatriate teachers, UAE teachers, beginning, expatriate teachers in Gulf Cooperation Council (GCC) regions, UAE, and Middle East, teachers in UAE and emotional exhaustion, depersonalization, and reduced personal accomplishment, multicultural education, elementary school, middle school, and high school education, global studies, international education, wellness paradigms, well-being, coping with stress, coping with burnout, healthy lifestyles, alleviate stress, Maslach Burnout Inventory-Educators Survey, Teacher Stress Inventory,* and *multiple regression analysis.*

I searched for seminal information sources published 1950–1980. For the current peer-reviewed literature of sources, I conducted searches from 2013 to the present. The justification for the duration of publication dates was based on the verity that there is a restriction on the number of peer-reviewed resources on EMTs who work in the UAE; their experiences of stress, burnout, intent to leave, and utilization of individualized, self-initiated wellness paradigms; and expatriate teachers resigning from teaching in the UAE. I conducted research on teachers who teach abroad and in various regions of the GCC and the Middle East. Information on these topics were obtained from online websites and other resources withinin the UAE.

Theoretical Foundation

In this research I sought to examine stress and job burnout experienced by EMTs. The EMTs' intent to leave was also evaluated in relation to the use of ISIWPs. As stress, burnout, and wellness are all multidimensional concepts (Chang et al., 2016; Fernet et al., 2017; Skoluda et al., 2015), three separate theories provided the basis for this study: (a) the transactional model of stress and coping, (b) the Maslach multidimensional theory of burnout, and (c) the health promotion model. I used these theories as a lens to study the relationships between EMTs using ISIWPs and the occurrences of stress, burnout, and intentions to leave the teaching profession.

Maslach's Multidimensional Theory of Burnout

Maslach's multidimensional theory of burnout was the foundation for the conception and establishment of MBI (Golshani, 2013). The multidimensional theory is composed of three elements: (a) emotional exhaustion, (b) depersonalization

(reverberation to other people), and (c) decreased personal accomplishment (individuals' acknowledgement to self) (Maslach, 1998; Maslach et al., 2001; Van den Broeck et al., 2008). The theory is based on burnout being experiences and perception of stress in social settings and work environments. The focus of this theory is that these connections have been the core of the depictions of burnout, which may occur individually, simultaneously, or continuously (Schaufeli, Maslach, & Marek, 1993). Rewards, means to cope with experiences of stress and/or burnout, and adverse results of burnout are embroiled in this theory (Bianchi, Truchot, Laurent, Brisson, & Schonfeld, 2014; Maslach, 1993, 1998; Maslach & Jackson, 1981b, 1986). Supporters of this theory mainly contend that burnout occurs in an "interpersonal framework of the phenomenon" (Maslach, 1998, p. 69; Shen et al., 2015).

Maslach's multidimensional theory of burnout relates to this study on burnout among teachers (Lavian, 2012). The theory applies to people-oriented fields (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Golshani, 2013). As a teacher may experience stress, burnout, and intent to leave the teaching profession, the events are multidimensional. The stress and burnout can occur for educators in both social and professional aspects (Golshani, 2013; Lavian, 2012; Shen et al., 2015). To cope with and avert burnout, teachers can understand the personal and/or organizational stressors from which the burnout develops (Braunstein-Bercovitz, 2013). Braunstein-Bercovitz (2013) conducted a correlational study with a multidimensional model on the relations between burnout and the resources of a company through a work-family conflict intervention. The types of company resources consisted of decreased work responsibilities, contributory

work-family atmosphere, and individual empowerment. The population of the study included 179 nurses employed in hospitals in Israel who were mothers of young children.

The multidimensional theory of burnout is viewed as multidomain in that it applies to both job-specific burnout and burnout in general. The multidimensional theory of burnout involves a broad occurrence of burnout that can be caused by continuous stress (Maslach et al., 2001). Inclusion of this aspect of the multidimensional theory is pertinent to elucidate the construct of burnout (Bianchi et al., 2014). The multidimensional framework has been used extensively in the educational community (Fletcher & Robinson, 2013).

Anthony-McMann, Ellinger, Astakhova, and Halbesleben (2017) examined employees' participation in work duties as they experience stress and burnout through the multidimensional framework. In Anthony-McMann et al.'s (2017) study, burnout was recognized as being a diverse issue. It involved an association between stress in the work environment, relations with work colleagues, and burnout (Maslach et al., 2001). Burnout occurred following an extended contact with stress (Maslach & Jackson, 1981a). The study included 472 information technology professionals. The results of Anthony-McMann et al.'s (2017) study indicated positive correlations between burnout and workplace stress were significant. The findings agree with literature that advocated that burnout, stress, and flow are significantly interrelated ($ß = 1.46$, $p < .05$).

Gorgievski and Hobfoll (2008) conducted a cross-sectional study of 317 hotel employees in Kuching, Sarawak, in Malaysia, to examine burnout and flow and to determine if flow would cause better results for the employees dealing with burnout. The

findings agreed with Demerouti et al.'s (2001) research indicating that burnout and stress are significantly and positively correlated (Gorgievski & Hobfoll, 2008). Maslach's theory of job burnout was used in a study on 197 child protective service case managers. The respondents completed the Maslach burnout inventory-human services survey (MBI-HSS) online (Maslach & Leiter, 1997). The results of the multiple regression analysis indicated that all three aspects of job burnout (emotional exhaustion, depersonalization, and personal accomplishment) and the intent to resign were statistically significant (r = .53, r = .39, r = .29, and p = .02). The researchers found a positive correlation between job burnout and intent to resign (Maslach & Leiter, 1997). This finding is supported by other studies that have indicated that job burnout can cause feelings of failure, exhaustion, problems in completing multiple work responsibilities, and intentions to leave (Griffin, Hogan, Lambert, Tucker-Gail, & Baker, 2010; Knudsen, Ducharme, & Roman, 2009; Lee, 2017; Lee & Ashforth, 1996; Maslach et al., 2001; Rittschof & Fortunato, 2016; Van Hook & Rothenberg, 2009).

Transactional Model of Stress and Coping Theory

According to Lazarus (1993), there are two components of psychological stress: appraisal and coping. The Lazarus stress theory was first presented over 50 years ago (Lazarus, 1966) and later was developed into the transactional model of stress and coping theory (Lazarus & Folkman, 1984) as a framework for assessing difficulties, risks, hurtful circumstances, and the methods to cope with the forms of stress. The focus of stress in events involves an analogy of external or internal requirements that extend beyond the resources and coping mechanisms available (Lazarus, 1966, 1991; Lazarus & Folkman,

1984). Stress individuals experience is considered a relevant connection, a transaction between entities and their environment (Lazarus, 1991). Coping with stress involves psychological and developmental responses in individuals (Lazarus & Folkman, 1984). Teachers work closely with students, students' parents, school personnel, and the community. At times, this work atmosphere can be a stressful situation due to the limitless responsibilities. The transactional model of stress and coping theory relates to this study because educators often think of their responsibilities inside and outside the classroom, this can exceed the resources available for coping, and then stress may prevail (Fitchett, Hopper, Eyal, McCarthy, & Lambert, 2017; Krohne, 2001; Lazarus & Folkman, 1984).

McCarthy, Lambert, and Brack (1997) used the transactional model of stress and coping theory to analyze teachers' thoughts regarding means of coping with responsibilities at work and their intentions to leave the teaching field. The study included 158 high school teachers, and McCarthy et al. (1997) used the transactional model to explore the stress experienced by teachers and their individual coping mechanisms. Teachers examined the coping mechanisms and their insight of equilibrium between the requirements and resources of the classroom. Coping mechanisms were set up and available prior to when an individual interacted with stressors. The coping mechanisms included interpersonal skills (Matheny, Aycock, Curlette, & Junker, 1993), but precautionary coping mechanisms used by teachers were also beneficial in averting stress (McCarthy et al., 1997).

McCarthy, Lambert, Crowe, and McCarthy (2010) suggested, in correlation with the transactional model, that when teachers deal with the requirements of life, they take individual operatives to handle the recognized responsibilities against their abilities to cope. This conveys the concept that the responsibilities of life exceed the available resources for coping; his predicament contributes to stress, adverse feelings, and burnout. As teachers see their classroom duties exceed the accessible resources to cope, they are more likely to experience stress (McCarthy et al., 2010). Interpersonal skills are one form of coping as a teacher deals with stress. These skills cause teachers to be aware of their stress and how to deal with it (Matheny et al., 1993). However, the responsibilities can exceed the capabilities. The resolution to cope is a gateway to stress, and stress can generate health issues and burnout (McCarthy et al., 2010).

In a study of 141 beginning teachers, Lazarus and Folkman (1984) examined the teachers' daily occurrences of stress and the effects on the teachers' emotional exhaustion using the transactional model of stress and coping. The results of the study indicated that dealing with students' behavior was one of the most stressful aspects for the teachers (Schmidt et al., 2017). Siu et al. (2013) conducted a study of 50 teachers who completed a stress management training curriculum. The curriculum included coping mechanisms for occupational stress that the teachers experienced. The results of Siu et al.'s study indicated the chance of improvement of the participants' coping mechanisms while dealing with stress. Stress is an individual procedure that is dependent on an individual's cognitive evaluation and coping mechanisms (Lazarus & Folkman, 1984). This study was coordinated with the transactional model of stress and coping theory.

Health Promotion Model

The HPM was developed by Pender in 1982 and later revised (Pender, 1996). The HPM is a theory developed to enhance the understanding of individuals' health and/or wellness (Pender et al., 2011). According to Taylor (1999), the HPM developed from the health belief model. Based on a focus on health-promoting activities (Sheehy & McCarthy, 1998), the HPM defines several psychological intuitive and adaptable variables that contribute to choices about one's health (Jackson et al., 2007). According to this model, performing health-promoting behaviors can be achieved through the direct and indirect effects of a combination of individual cognitive-perceptual factors, modifying factors, and cues to action (Jackson et al., 2007).

Individuals, according to the HPM, can choose to participate in health-promoting activities by intended or unintended consequences of a collaboration of "individual cognitive-perceptual factors, modifying factors, and cues to action" (Jackson et al., 2007, p. 69). Cognitive-perceptual factors are inspirational procedures that specifically persuade the nurturing of health promoting activities (Fincham, Roomaney, & Kagee, 2015). Modifying factors are adjustable parameters that affect the course of making choices through individual awareness (Jackson et al., 2007). The choice to participate in health activities can include some form of support from social factors. The modifying factor can be a cue to action, which could include the procedures that make an individual go from contemplating to participating actively. Various factors around an individual can motivate him or her to move to the action phase (Jackson et al., 2007). Alongside the Lazarus transactional model of stress and coping (Lazarus and Folkman, 1984) and the

Maslach multidimensional theory of burnout (Golshani, 2013), the HPM is appropriate for this study, as it is applicable to teachers who may experience stress, burnout, and intentions to leave the teaching field to use health promoting activities to cope with these occurrences. It is also significant in explaining how teachers use their individual choices and distinctions to choose their self-initiated health promoting activities (Petiprin, 2016).

For example, a cross-sectional study was conducted by Lim, Kueh, Arifin, & Ng (2016) with Malaysian undergraduate students at the Universiti Sains Malaysia. The study incorporated the health promoting behaviors section of HPLP-II. The questionnaires were submitted to the students on campus, and researchers received 788 student responses. The scale was proficient to analyze the health promoting activities amid the students. Pender's HPM is the basis of the scale used in this study (Lim et al., 2016; Pender, 2011). Similarly, a study was conducted by Loh, Harms, and Harman (2017) on 194 Australian mothers through online surveys with the Parental Stress Scale and the HPLP-II. The basis of the study was Pender's HPM (1996). The study provided insight on the effects of health promoting behaviors, parental stress, and quality of life on mothers (Loh et al., 2017).

Finally, a cross-sectional survey was completed on 6,840 teachers in Guangzhou, China (Li et al., 2016). The study was coducted to determine if teachers' life aspirations and personal self-evaluations of their health conditions were interceded by their stress management. Across these empirical studies, individuals who had determination set goals and controlled their actions (Holahan & Suzuki, 2006; McKnight & Kashdan, 2009). An evaluation of teachers' stress management showed that stress management is important to

the teachers' livelihood and ambitions (Li et al., 2016). This study relates to the need for the research study and use of HPM to provide a theoretical framework.

Literature Review

Teaching in the UAE: Historical Overview

The official education system of Abu Dhabi (AD) began in the 1960s. A significant development occurred in 1971 when the UAE confederacy was confirmed. At this time, this school system in the UAE was created (Abu Dhabi Digital Government, n.d.; Abu Dhabi Education Council, 2008). The AD government incorporated the Abu Dhabi Education Council in 2005 to improve the educational system. The New School Model of this school system in the UAE was an educational transformation that began in 2010. The 10-year plan incentive was initiated by the AD government to elevate the educational levels of students in AD to become competitive internationally. The goal was to accomplish these Economic Vision goals by 2030 (Abu Dhabi Education Council, 2008, 2010, 2012; Baker, 2015; Kirk & Napier, 2009). The school system in the UAE was overseen by a government agency, which directed public and private schools of the UAE. The NSM includes teachers with Western educations who choose to expatriate into the UAE as EMTs (Kirk & Napier, 2009). The basis of this plan was the employment of fluent English speakers from countries all over the world such as the United States of America, the United Kingdom, Australia, and Canada (El Ajou, 2009). These expatriate teachers are termed as English Medium Teachers (EMTs; Dickson et al., 2014). The EMTs of the UAE incorporated new educational methods into the educational reform (Baker, 2014; Kirk & Napier, 2009).

Teaching in the UAE: Current Research Findings

In some workforces within the UAE, including the education sector, the local employees view expatriate employees as divergent (Al Gergawi, 2008; Austin et al., 2014; Lambert, Pasha-Zaidi, Passmore, & Al-Karam, 2015). Locals are a vast minority of the workforce. Some expatriates form ideas of social grouping and depersonalization of the locals (Goby, 2015; Goby, Nickerson, & David, 2015; Hogg and Terry 2000). Stress is a factor that expatriates experience in the process of moving abroad (Black, Gregersen, & Mendenhall, 1992; Mao & Shen, 2015). Self-initiated expatriates independently move abroad to various countries, which could possibly result in a restrictive environment. The distinct concepts of expatriates and their career expectations needs to be researched further (Doherty et al., 2013).

Bashir (2012) conducted a quantitative, cross-sectional study in which Likert scales were used to measure the support for cross-cultural adjustment that is experienced by expatriates in the workforce in the UAE. Two hundred and thirty-one self-reported questionnaire responses were received that were sent via company e-mail. The support from organizations within the UAE for expatriates is examined and the results indicate that there is a positive correlation among perceived organizational support, work, general, and adjustment of expatriates who work in the UAE. This study supports the report that expatriates are well adjusted to the living conditions in the UAE. In relation to the research study, it is suggested that research should be conducted on expatriates who have worked in the UAE for 5 years or less. Fifty-five percent of the respondents from Bashir's study resided and worked in the UAE for five or more years (Bashir, 2012).

Additionally, Bashir revealed that more research should be done in areas of the UAE such as Fujairah and Al Ain due to the areas not being as technologically developed as Dubai, Abu Dhabi, and Sharjah. Black and Stephens (1989) and Black, Mendenhall, and Oddou (1991) stated that more support should be provided for expatriates as they adjust to living abroad. Another contrast, reported by Kohonen (2008), Johnson, Kristof-Brown, Van Vianen, De Pater, and Klein (2003), and Mao and Shen (2015) was that Emiratis were reported as socializing extensively with expatriates to help them cope with the stress of moving abroad. Emiratis also provided social support, which is a great coping skill for the stress that expatriate teachers may experience (Johnson et al., 2003).

Six Emirati teachers in the UAE, during their first year of teaching experience, participated in a quantitative study to determine, "What were the main challenges faced by the novice Emirati teachers during their first year of teaching?" (Dickson et al., 2014, p. 6). A summary of the results of the interviews of the participants revealed the following challenges: balancing family and life responsibilities, managing the classroom, working and communicating with students' parents, associating with work colleagues, demands from administration and deficiencies in support to complete the demands, and inadequate resources to teach the English curriculum to local, varied-leveled students (Dickson et al., 2014). Emirati teachers who work in UAE schools have permanent work contracts, are less satisfied with their professions, and are more likely to resign (Dajani, 2016; Sharif et al., 2014). Contrarily, expatriate teachers who are offered 1-3 year contracts have elevated levels of job satisfaction. Through a multivariate regression

analysis, it was determined that expatriate teachers' years of experience positively correlated with professional satisfaction (Buckner, 2017; Koustelios, 2001).

Beginning teachers resigning. The rate at which beginning teachers resign is an international concern (Dicke et al., 2014; Jalongo & Heider, 2006; Organization for Economic Cooperation and Development, 2005). The rate of beginning teachers resigning has accelerated for nearly 18 years with approximately 33% leaving their career choice within the initial 3 years of teaching (McCarthy et al., 2014, National Commission on Teaching and America's Future, 2009). Teachers who resign are thought to be teachers who are not satisfied in the profession and seek alternative career choices (Ingersoll, 2001). Klassen and Chiu (2011) defended that teachers' intent to resign was influenced by their occupational stress rates and capability to cope with the stress. The capacity to cope with the stressors is associated with elevated stress levels due to classroom behavior issues (Hong, 2012), and burnout (McCarthy et al., 2014; Schwarzer & Hallum, 2008).

A quantitative study was conducted on 141 beginning teachers in Germany (Schmidt et al., 2017). The results indicated that the beginning teachers' uplifts were negatively correlated with emotional exhaustion and irritation that were positively correlated with emotional exhaustion. Schmidt et al. (2017) found work experience to be negatively associated with irritation hassles (Schmidt et al., 2017). The outcome of a similar study conducted by Almeida (2005) revealed that beginning teachers' daily hassles were positively correlated to emotional exhaustion from day to day. Blomberg and Knight (2015) conducted a qualitative study on 39 beginning teachers in Helsinki,

Finland, during their initial year of teaching. The participants of this study found teaching to be emotional and 53% of the interviewees experienced disempowering emotions.

To further inspect research on expatriates working in an educational facility in China, Cai and Hall (2016) studied 20 non-Chinese teachers at an international branch campus (IBC). The nationalities of the teachers were one German, two Australians, 14 Britishers, two Americans, and one Pole. Cai and Hall (2016) posited that some participants experienced adverse reactions and others enjoyed the experience. The teachers were ill prepared for the dissimilarities of the culture, language, living arrangements, and the organizational issues of the campus. It was recommended that the participants needed better professional development opportunities. Cai and Hall conducted this study at one IBC site in China. A qualitative study was conducted by Salt and Wood (2014) in which the personnel were interviewed, and it was determined that the personnel were satisfied with their positions as expatriates, yet, they did not have adequate professional development. This proved to be an issue once the IBC needed to hire more expatriate teachers. Shams and Huisman (2016) conducted a qualitative study on 10 senior managers at three Australian and three British IBCs in Singapore and Malaysia. Tensions arose among the IBCs due to the difficulties of obtaining teachers for the IBCs in Singapore and Malaysia.

According to Forstenlechner (2010), there were similarities in the curriculum from the home country, the UAE is a part of the GCC, which also includes Kuwait, Saudi Arabia, Qatar, Bahrain, and Oman (Forstenlechner, 2010). Qatar and the UAE have the largest number of expatriates (Forstenlechner, & Rutledge, 2011). Approximately 84% of

the residents are expatriates (Al-Waqfi, & Forstenlechner, 2014; Burgess et al., 2013). The local and expatriate proportion is the most unequal on the globe (Forstenlechner, 2010; Harry, 2007; Hvidt, 2009; Rees, Mamman, & Braik, 2007). There is a need to research the noncompetitive aspects of expatriates employed in the UAE (Haak-Saheem, 2016).

Teacher Stress: Historical Overview

Teachers experience one of the most elevated levels of stress of any career compared to other professions (Dicke et al., 2014; Hakanen, Bakker, & Schaufeli, 2006; Schaufeli, 2003; Smith, Brice, Collins, Matthews, & McNamara, 2000; Unterbrink et al., 2007). The original inventors of the term *stress* were Bowman (2006), Cannon (1929) and Selye (1956). Stress is impartial and can be experienced by anyone at any time. There are several ranges of reactions to stress (Hargrove, Nelson, & Cooper, 2013; Selye, 1956, 1974, 1983). The terminology, *teacher stress*, was created by Kyriacou and Sutcliffe (1977). Kyriacou and Sutcliffe (1977) define the term as an adverse occurrence experienced by a teacher or educator because of difficult observations and perceptions of the classroom/school environment (McCarthy, Lambert, & Reiser, 2014).

Teacher Stress: Current Research Findings

Skaalvik and Skaalvik (2015) organized a qualitative study in Norway with 34 teachers, of which four were retired. The aim of this study was to investigate the participants' demands and stressors, job satisfaction, results of stress related to their teaching profession, and coping mechanisms that the teachers used to cope with the stress. The authors concluded that teachers did experience stress, which resulted in

emotional and physical exhaustion. These experiences adversely affected the teachers' well-being. Contrary to recent research, Skaalvik and Skaalvik (2015) concluded that teachers who experience stress and are unable to use coping mechanisms may possibly be poor teachers. In relation to my study, a population of teachers undergoing stress should be assessed, measured, and analyzed in upcoming research to their results from not being able to use coping mechanisms to deal with stress. The research was fulfilled in this research study.

In a quantitative, cross-sectional design, conducted by Kourmousi and Alexopoulos (2016), through unidentified, online, Likert-type formatted questionnaires in Greece, 3,447 participants were assessed for stress. It was determined through a multiple linear regression analysis for the stress factors that female special education teachers and teachers with high numbers of students on their class rolls experienced higher levels of job-related and time-management stressors. Yet, those with longer periods of teaching experience had lower rates of job-related stress (Kourmousi & Alexopoulos, 2016). The study conducted by Kourmousi and Alexopoulos (2016) included a large sample and consisted of teachers from all levels. The study was not a random sample. Kourmousi and Alexopoulos (2016) did not permit unconditional, contributory analysis of stress variables and work elements. A contrast was reported by Dicke et al. (2014) who indicated that self-reported questionnaires were ambiguous, acknowledged participants' privacy, and pointed out the well-being of the teachers. This research study includes a similar distribution of the scales/questionnaires as Dicke et al. (2014).

Bartholomew et al. (2014) evaluated 364 physical education high school teachers in Spain. The teachers in the study had an average of 14.56 years of teaching experience. The TSI (Fimian & Fastenau, 1990) was used as a measurement for the stress and somatic issues, which was completed as self-reported questionnaires. In summary, the authors concluded that somatic issues were designed as latent factors by the stress scale. The results validated a strong correlation among stress from teaching and uncomfortable variables of the work environment. In opposition to Bartholomew et al., Tsai, Chang, and Lo (2018) discussed the beneficial factors of stress revealed that stress can be optimistic and encouraging for employees in the workplace. These stressors, at a moderate level, may increase attentiveness and awareness (Andrews & Farris, 1972; Tsai et al., 2018). The stressors experienced by teachers, as explained by Bartholomew et al. (2014), can be disadvantageous.

Tan (2017) completed a quantitative study on 100 full- and part-time university teachers in the Philippines. The study measured whether positive or negative religious coping affected the stress experienced by the teachers. A multiple regression analysis was done on the variables. The results showed that full-time teachers had more elevated stress levels than part-time faculty, a significant negative correlation with teacher stress and job satisfaction, and the stress rates of the teachers lessened with older teachers (Tan, 2017). A quantitative, cross-sectional study was completed by Pandit, Bhat, Yadav, Timilsina, and Pandey (2017) at a health science educational institution in Nepal that provided similar results to Tan's (2017) study. The 290 teachers at this institution experienced stress and adverse effects at significant, correlational rates; as the stress levels increased,

the satisfaction declined. This study verified a significant correlation between coping strategies and stress (Pandit et al., 2017; Rahoo, Raza, & Arain, 2017). The results confirmed the transactional model of stress and coping theory (Krohne, 2001; Lazarus & Folkman, 1984). In alignment to this study, Pandey (2014) and Pandit et al. (2017) suggested that faculty and administrators identify the underlying issues of stress that the teachers are experiencing to offer data to support and investigate procedures to decrease stress and the effects of stress on teachers.

Ansley et al. (2016) provided details on the seriousness of stress that teachers experience and strategies to manage the stress. They also discussed the likelihood that stress could affect teachers' performance levels. The results of the study indicated that teachers should not experience stress that is derived from health issues. Schools should provide coping mechanisms to assist teachers in dealing with stress. Teachers who use research-based mechanisms in their daily living styles can alleviate stress and establish coping strategies for the stress that they experience. Teachers who establish coping strategies will enhance their well-being and level of productivity at work. The research-based strategies for stress management and the significance of teachers being actively involved in their coping mechanisms is directly related to this study.

Occupational stress. Occupation stress within the teaching profession throughout the world has progressed on a momentous scale within the last 20 years (Kyriacou, 2001; Popov & Popov, 2015). As reported by Smith (1989), teachers have one of the most elevated rates of occupational stress; 60-70% of teachers exhibit stress and 30% of this population experience burnout (Bauer et al., 2006; Bermejo-Toro & Prieto-Ursúa, 2006;

Shen et al., 2014). Dicke et al. (2015), Schmidt et al. (2017), and Voss, Wagner, Klusmann, Trautwein, and Kunter (2017) shared studies that validate the tremendous amounts of stress that beginning teachers endure.

Bernard (2016) evaluated 850 teachers in Australia. The teachers' assessments indicated a high level of teacher stress was correlated with students with learning issues, issues with classroom management, and work responsibilities with irrational beliefs. The information from the assessment was obtained from self-reported survey questionnaires. Bernard's study included teachers' years of teaching experience. He found that teachers with 2-10 years of teaching experience scored significantly higher in authoritarianism, experiencing irrational beliefs. Bernard and Joyce (1984) documented 16 irrational beliefs that are designated solely to teachers. In a similar study, Popov and Popov (2015) examined the association of irrational thoughts and the stress that 186 teachers in Serbia experienced. Through Popov and Popov's study, a determination was made that irrational thoughts were a mediator amid the teachers' stress and stress symptoms. Irrational beliefs are formed by teachers who internalize and blame themselves for the issues with their students and among the work environment. This is one cause of teacher occupational stress (Khaledian, Babaee, & Amani, 2016; Popov & Popov, 2015). The studies conducted by Popov and Popov (2015) and Bernard (2016) were quantitative studies.

Antoniou et al. (2013) selected teachers in Attica, Greece, to evaluate the correlation of burnout, occupational stress, and coping mechanisms. The Likert-type scales were independently administered to the participants to appraise any differentiation of primary and high school teachers, female and male teachers, number of years in the

teaching profession, and if coping mechanisms conceptualize burnout and occupational stress. Antoniou et al. analyzed the variables with multivariate analyses. The outcome was that there was not a dissimilarity in the coping mechanisms. Teachers who taught 11-15 years scored higher levels of stress and emotional exhaustion in the work environment. The assessments given to female teachers in Antoniou et al.'s study indicated that they experienced higher emotional exhaustion than their male counterparts experienced.

In other studies, female teachers encountered elevated levels of burnout, especially emotional exhaustion (Antoniou, Polychroni, & Vlachakis, 2006; Gardazi, Mobeen, & Gardazi, 2016) and decreased levels of personal achievement (Gardazi et al). However, female teachers experienced lower levels of depersonalization than their male counterparts experience (Lau, Yuen, & Chan, 2005). A study similar to Antoniou et al. (2013), conducted by Dagar and Mathur (2016), expressed that female teachers have a more elevated level of burnout than male teachers have. The burnout that the teachers experienced was an effect of continuous occupational stress. The Dagar and Mathur study assessed 600 school teachers in three different school districts in Haryana, India.

Stressors of EMTs. According to Maceda (2015), expatriate teachers working in the UAE consist of men and women from all over the world, including nationalities from North America (Canada and the United States), Europe (France, Holland, Ireland, the United Kingdom), Africa (Egypt, South Africa, Sudan), the Middle-East (Jordan, Lebanon, Palestine, Syria, Yemen), Asia (Bangladesh, India, Pakistan, Philippines, Sri Lanka), and Australia. According to a study conducted by LinkedIn (as cited in Maceda,

2015), 380 million international members pinpointed that the UAE was the most admired place for expatriates to teach in 2014. This surpasses goals to teach in other countries such as Canada, Singapore, and Australia (Maceda, 2015). Antoniou et al. (2013), Friedman (2000), and Goddard, O'Brien, and Goddard (2006) expressed through their research that beginning teachers' place of employment is a significant predictor of their burnout and stress-related occurrences. Beginning teachers have these occurrences due to their progression from school to the work environment and not being adequately prepared for the behavior issues of students and the disruption to the classroom caused by this behavior (Finn & Holmes, 2014; Friedman, 2000).

A convenience sample of 102 teachers in three emirates of the UAE (Abu Dhabi /Al Ain, Dubai, & Sharjah) was assessed through self-reported Likert scales in a quantitative study (Sharif, Upadhyay, & Ahmed, 2016). The results of the study indicated that previous teaching, knowledge-obtaining occurrences, and persuasion from social peers were related to expatriates teaching in the UAE (Sharif et al., 2016). These findings are comparable to the results of a study conducted by Wolhuter, Walt, Potgieter, Meyer, and Mamiala (2012). Stressors that EMTs experience are problems in acclimating to living and working in a new country, placing their family members in comfortable living arrangements, and assuring the education of their own children (Nazzal, 2011). Additional research is recommended to be conducted on expatriate teaching in UAE schools. An analysis of the information obtained from a sample of EMTs was provided in this research study (Sharif et al., 2016). Expatriate teachers experience stressors such as uncertainty of what is expected of them as foreigners in a new country, cross-cultural

alterations and amendments to professionalism, and their personal, cultural, and psychological lifestyles (Bataineh & Alsagheer, 2012; Odum, 2017). The teaching experience of working in the UAE is new and unfamiliar in a developing education system in a developing country (Bataineh & Alsagheer, 2012; Odum, 2017).

This study is justified to be conducted to measure the correlation of teachers who use the predicting variables (ISIWPs), the moderating variables (stress and burnout), and the outcome variable (intent to leave), to analyze emotional exhaustion. The results of the current research study may determine if teachers are leaving the teaching profession due to stress and burnout. An expansive structure was assessed through the study as the EMTs include teachers from all over the world, such as the United States, Jordan, Egypt, South Africa, Ireland, United Kingdom, Australia, and New Zealand (Dicke et al., 2014). Additional exposure of the causes, debilitating disposition, and coping strategies of stress and burnout are prospective themes that have been selected and studied. As Gardazi et al. (2016) pointed out, "Job stress leads to job burnout" (p. 916). This is in alignment with this study.

Teacher Job Burnout: Current Research Findings

Job burnout occurs when people experience mental and physical exhaustion resulting from working under extreme conditions (Chegani & Ehteshamzadeh, 2016; Maslach et al., 2001; Peng et al., 2016). Fernet, Guay, Senécal, and Austin (2012) researched the causes of teacher burnout through a quantitative, correlation study of 806 French-Canadian teachers in Quebec, Canada. In this area of Canada, 12-20% of teachers experienced burnout at a minimum of once per week. Similar to this research study,

Fernet et al. attested that further research should be conducted on the modifications of teacher burnout, the correlates, and the potential to change over time. Additional research is needed to create substantial strategies to encourage teachers' well-being and avert teacher burnout.

A quantitative study was conducted by Motallebzadeh, Ashraf, and Yazdi (2014) that included 200 teachers in Iran. A correlational analysis was done to speculate on the relationship between the teachers' burnout and self-efficacy. The results of the study showed that there was a significant adverse correlation between self-efficacy and burnout. Motallebzadeh et al. also found a significant positive correlation between the teachers' age and the burnout. Teacher burnout is identified as a severe professional issue in education systems worldwide (Lim & Eo, 2014; Pietarinen, Pyhältö, Soini, & Salmela-Aro, 2013). Contributors to teacher burnout are the teachers' work environment, time restrictions, and a plethora of work responsibilities (Richards, Levesque-Bristol, Templin, & Graber, 2016; Shen et al., 2014). A quantitative study was conducted on 2,310 Finnish teachers (Pietarinen et al., 2013). The goal of the study was to analyze the association between teachers' motivation, dedicated procedures, work setting, and burnout.

The causes of burnout and reduction of burnout by teachers as an individual coping mechanism were studied by Al-Adwan and Al-Khayat (2016), Maslach (2003), Nazeer and Zubair (2015), O'Brennan, Pas, and Bradshaw (2017), and Pietarinen et al. (2013). The outcomes of Pietarinen et al.'s study showed that the three elements of burnout, depersonalization, exhaustion, and personal accomplishment, affected each other. Personal accomplishment had effects of deficient support and self-efficacy in

requesting support was minimal. There was no significant correlational effect of emotional exhaustion on personal accomplishment, yet it had a solid effect on depersonalization. Emotional exhaustion had a modest effect on personal accomplishment.

LeCheminant, Merrill, and Masterson (2015) conducted a cross-sectional design on 2,398 employees within a public school district. The school employees were involved in a wellness program produced by WellSteps. The results indicated that employees who participated in eating healthy foods, had a high level of physical activities, and achieved appropriate levels of sleep experienced elevated levels of work performance, satisfaction with the job, and decreased absenteeism. A significant, positive correlation was shown. The study showed that there is a need to conduct additional studies on school employees to take part in worksite and individual wellness programs.

Similar to LeCheminant et al.'s study, 2,411 school employees participated in the WellSteps program. The outcome of the study indicated that the program was beneficial to the participants (Merrill & Sloan, 2014). Pietarinen et al. (2013) performed a study using 2,310 Finnish teachers. Ablah et al. (2015) described a wellness program that was incorporated across several businesses and required minimal materials and time. Participants experienced statistically, significant positive results from completing the wellness programs within the various businesses. The information from Ablah et al. highlighted the importance of physical activity on employees' overall well-being.

According to Parker, Martin, Colmar, and Liem (2012), teachers' belief in themselves is a vital component in comprehending the establishment of teacher burnout.

A teacher's' confidence signifies the core that motivates teacher awareness of stress that causes burnout and the methods they exercise to cope with burnout (Dicke et al., 2014). A quantitative correlation study was conducted, involving 1,227 German teachers (Dicke et al., 2014). The German version of the Maslach Burnout Inventory (Maslach et al., 1996) was used in the study to measure the participants' emotional exhaustion. Dicke et al. (2014) examined the effects of teachers' self-efficacy as a predictor of emotional exhaustion. The results of the study indicated that the number of years that the participants have taught has a positive significant effect, $p < .001$, pointing out that teachers with seniority showed high levels of emotional exhaustion. Classroom disorder predicts emotional exhaustion (Dicke et al., 2014). Similar to this research study, the teachers' years of work experience was integrated in the study. Dicke et al. (2014) identified significance in years of experience on the emotional exhaustion concept of burnout, which resulted in a positive linear outcome. These results are comparable to those of the Klusmann, Kunter, Voss, and Baumert (2012) study on 500 German beginning teachers and the Antoniou et al. (2013) study on 388 teachers in Attica, Greece, with varied years of experience. The teachers in both studies demonstrated elevated levels of emotional exhaustion.

Langher et al. (2017) conducted a correlation analysis on a study that included a population of 276 secondary school teachers. The teachers' burnout levels were measured using the MBI-ES (Maslach & Jackson, 1986). Results of the study revealed that personal accomplishment is not impinged upon by the covariates, which are teacher professional background and training, school context, inclusive teaching practice, and teachers'

sociodemographic qualities. It was shown through the study that depersonalization was shown through being employed in a lower secondary school (6^{th}-9^{th} grade). Emotional exhaustion was foreseen as a socioeconomic shortcoming of being employed in a school located in deprived areas. Langher et al. (2017) emphasized a call to advance support for the prevention of teacher burnout. Langher et al. and Caputo and Langher (2015) reported $\alpha = .88$, convergent, face, and construct confirmation of validity, and the connection with teacher burnout in both studies. Although professional development is encouraged to assist teachers with symptoms of teacher burnout, evidence has shown that teachers who reveal more independent incentives to prevent teacher burnout exhibited decreased burnout (Fernet, Senécal, Guay, Marsh, & Dowson, 2008) and better well-being (Ryan & Deci, 2000).

Stress and burnout. Staff/teacher burnout is the merger of depersonalization, reduced personal accomplishment, and emotional exhaustion as an aftereffect of continuous stress from the work environment (Kyriacou, 1987; Maslach & Jackson, 1981b; O'Brennan et al., 2017; Pas, Bradshaw, Hershfeldt, & Leaf, 2010). Javadi (2014) conducted a quantitative correlation investigation of 143 English as a foreign language teachers in Iran. The participants were surveyed through the MBI (Maslach & Jackson, 1986; Maslach et al., 1996). A multiple regression was conducted to evaluate the participants' self-determination by means of burnout: emotional exhaustion, depersonalization, and lack of personal accomplishment. The results of Javadi's study indicated that teachers who sensed more autonomy in their teaching skills experienced less burnout. The factors of burnout were predictors of teachers' autonomy. Emotional

exhaustion was determined as the strongest predictor of autonomy. Javadi reported that teachers who received more support within the workplace had lower levels of burnout. Comparable results to the Javadi study was the Fernet et al. (2012) study, which supported motivation of autonomy and teachers using their knowledge to independently teach effectively without experiencing the results of teacher stress and burnout.

Yu et al. (2015) discussed work stress as being associated with teacher burnout. Information was provided to encourage the health of teachers relating to burnout. As a result of the study, it was determined that job burnout was derived from work-related stress, which caused decreased self-efficacy and being tired of working as a teacher. Yu et al. presented information on the causes of stress that led to teacher burnout and established research to improve teachers' experiences with these issues within the workplace.

Similar to the Javadi's study, Antoniou et al. (2013) administered the MBI-ES (Maslach & Jackson, 1986) to a sample of 388 Greek teachers to determine their burnout levels. Regression and multivariate analyses were also conducted. The outcome of the three multivariate analyses regarding burnout, occupational stress, and mechanisms to cope with these issues were that the females encountered an increased amount of work than men. Teachers who taught elementary-aged students encountered higher levels of emotional exhaustion than middle school and high school teachers and men (Sagone & De Caroli, 2014). Teachers who actively identify their stress and burnout, and coped with it directly, had better outcomes (Austin, Shah, & Muncer, 2005).

The MBI is a familiar scale used worldwide to study burnout (Maslach, 2003). Langher et al. (2017), Antoniou et al. (2013), Javadi (2014), and Williams and Dikes (2015) completed their studies successfully with low numbers of participants. Antoniou et al. (2013) showed that emotional exhaustion was dissimilar between primary and high school teachers, whereas female primary teachers demonstrated higher levels of emotional exhaustion. Javadi (2014) revealed that the three elements of burnout: depersonalization, lack of personal accomplishment, and emotional exhaustion, were established as significant, positive roles toward the English as a foreign language teachers' alleged self-determination. Williams and Dikes (2015), in a study that included 215 special education teachers, found that female teachers reported higher levels of emotional exhaustion. Williams and Dikes reported that teachers with 1-4 years of teaching experience scored low levels of depersonalization, whereas the teachers with 5-10 years of experience scored high levels of depersonalization.

A contradiction to Williams and Dikes' (2015) study was reported by Alkhateeb et al. (2015) that the male participants of the study scored an elevated level of emotional exhaustion. Teachers from this study who possessed higher monthly salaries, more years of teaching experience, and higher degrees experienced more burnout. Alkhateeb et al.'s study consisted of 166 female and male Islamic education teachers in Amman (Alkhateeb et al., 2015). Various researchers have determined that preservice and beginning teachers should be well-informed and prepared for potential classroom disorder, adequate knowledge on maintaining classroom management, and coping mechanisms to handle issues that cause stressors and burnout (Dicke et al., 2014; Dicke et al., 2015; Fan, 2014;

Gist, Stevens, & Bavetta, 1991; Klusmann et al., 2012). Javadi (2014) referenced school administrators providing support for teachers who experience high amounts of burnout, job dissatisfaction, and low levels of self-determination. Javadi expressed that further research on the long-term consequences of burnout needed to be conducted. A study conducted by LeCheminant et al. (2015) included 2,398 school-based workers, and the outcome of this study supported the concept that wellness incorporated at worksites yields improved burnout levels.

Pietarinen et al. (2013) conducted a correlational, cross-sectional study. LeCheminant et al. (2015) used a cross-sectional study. A quantitative correlation analysis and multilevel regression models were used in the study conducted by Langher et al. (2017). Langher et al. used the MBI-ES. Pietarinen et al. (2013), LeCheminant et al. (2015), and Langher et al. (2017) used correlational study designs to evaluate the relationship among burnout and the other variables. Langher et al. used a multilevel regression model to analyze the data, which indicated an alignment to this study. A contrast to the analysis methods used by Langher et al. is that Pietarinen et al., 2013 and LeCheminant et al. (2015) used cross-sectional studies.

Bataineh and Alsagheer (2012) used a sample from public and private schools across all seven emirates of the UAE. The seven emirates of the UAE include Abu Dhabi, Ajman, Sharjah, Dubai, Fujairah, Ras Al Khaimah, and Umm Al Quwain (Bataineh & Alsagheer, 2012). Three hundred special education teachers participated in the research and an analysis of the results was used to evaluate the correlation of various forms of personal and professional support and job burnout. The educators' teaching experience is

a factor in this study. The three burnout subscales of the MBI: emotional exhaustion, depersonalization,and personal accomplishment, were analyzed, and none were statistically significant. Bataineh and Alsagheer's results indicated that there was no statistically significant correlation in the burnout subscale levels in relation to the teachers' years of experience. These results were similar to studies executed by Platsidou and Agaliotis (2008), Platsidou and Daniilidou (2016), Bataineh (2005), Mousavy and Nimehchisalem (2014), Fiorilli, Albanese, Gabola, and Pepe (2017), and Haddad (1998), who justified that there were not any statistically significant differences in burnout levels in relation to teachers' years of experience. These authors' findings contradict studies conducted by Ross, Altmaier, and Russell (1989) and Kruger, Botman, and Goodenow (1991), which determined that teachers with fewer years of work experience experienced additional burnout. Bataineh and Alsagheer (2012) found a significant correlation between personal accomplishment of the MBI and family support. The significant results of the association of family support and personal accomplishment supports the importance of family of the Arab culture in the UAE (Bataineh & Alsagheer, 2012). Family support is a factor that helps individuals cope with stress and other needs inside of the work environment (Bataineh & Alsagheer, 2012). An evaluation of Arab families' and Western culture families' viewpoints on family support to cope with stress was beneficial to this study (Bataineh & Alsagheer, 2012).

Through this study, additional knowledge was obtained concerning whether teachers with 5 years or less of teaching experience in the UAE cope with the burnout that they experience and the effects of their coping strategies. The support parameters of

the individualized wellness paradigms were evaluated in relation to the teacher burnout. Bataineh and Alsagheer's (2012) results and this research study can provide knowledge on teachers' burnout, early recognition, the stressors that cause burnout, and means to cope and avert burnout through individualized wellness programs. Stakeholders, government entities, and administrators within UAE schools can use the results of this research study to implement more supportive programs for teachers, their well-being, and assisting teachers in performing at optimal levels (Bataineh & Alsagheer, 2012).

Intent to Leave Teaching: Historical Overview

Turnover intention is based on the term from Mobley et al.'s (1979) definition of an individual's recognition and aim to resign from their current employment on their own accord (Cohen, 1999a; Martin & Hafer, 1995). According to Mobley et al., turnover intention is based on an individual, independent, psychological decision rather than an organizational decision. The specific reasons of intentions to leave one's organization and the decision to formally resign are significant to predictions of leaving the place of employment (Graen & Ginsburgh, 1977). Analyses have been conducted on multiple research studies, which denoted that intentions to leave a place of employment has obtained theoretical and empirical evidence as a significant inference of turnover and resignation (Hellman, 1997; Kraut, 1975; Mobley, Horner, & Hollingsworth, 1978; Prestholdt, Lane, & Mathews, 1987; Steel & Ovalle, 1984; Tett & Meyer, 1993). Steel and Ovalle (1984) concluded that intent to leave is an imperative factor as employees consider resigning from several types of organizations. An employee's intent to leave aims at the motivation to make the decision to leave (Cohen, 1993; Ferris & Rowland,

1987; Mowday, Koberg, & McArthur, 1984). “Intent to leave was defined as a person’s perceived intention/desire to leave his/her work organization voluntarily” (Martin & Hafer, 1995, p. 317). Cohen (1991, 1993) described distinctions between the stages of employments and the ages of employees in the beginning stages of their careers and those who are more experienced.

The financial expenses of teachers leaving the profession is approximately 2.6 billion dollars per year (Alliance for Excellent Education, 2005). The National Commission on Teaching and America’s Future (Barnes, Crowe, and Shaefer (2007) contrasted that in a pilot study of five school districts, researchers reported that teacher attrition may possibly cost the United States about 7 billion dollars per year. This report was determined through a study of five school districts (Barnes et al., 2007; National Commission on Teaching and America’s Future, 2009). Other issues associated with attrition, other than fiscal expenses, are the fees of staffing, employing, and preparing new hires (Barnes et al., 2007). Almost half (40-50%) of beginning teachers leave the career to start a new career within 5 years of entering the occupation (Curry & O’Brien, 2012; Feng, 2005; Glazer, 2018; Ingersoll & Smith, 2003).

Intent to Leave: Current Research Findings

Teachers endure stress daily due to issues at school and within the organization. School systems have become more political and require intense work duties with decreased resources (Bressman, Winter, & Efron, 2018; Escandon, Kroes, Boren, & Stewart, 2007; Maslach & Leiter, 1997). Teacher stress, burnout, health management due to stress and burnout, teacher coping mechanisms, and intent to leave are concerns

addressed by researchers of educator attrition (Brown et al., 2015; Paquette & Rieg, 2016; Salmela-Aro & Upadyaya, 2014; Schmidt et al., 2017). Teachers have to deal with the stress of students' misbehavior, absence of students' interest to learn, a small amount to deficiency in planning time, and not being involved in establishing school policies and procedures (Alliance for Excellent Education, 2005; Huang, 2009; Ingersoll & Smith, 2003; Maslach & Leiter, 1997; Young & Lambie, 2007).

It is essential to be aware that beginning teachers leaving the teaching profession is an international concern (Chang, 2009; Hong, 2010; Ingersoll, 2001; Moon, 2007; Skaalvik & Skaalvik, 2015). The contributions to the need for this form of study to be conducted in various countries to develop the perseverance of quality teachers was conducted in this research study. Depersonalization explicates a small amount of variance in the predicting the intent to leave. Emotional exhaustion is the significant, positive factor in calculating teachers' discontent with their teaching career. Depersonalization and emotional exhaustion are two components of the MBI-ES scale (Maslach et al., 1986; Maslach et al., 1996). To obtain a better understanding of teachers' intent to leave due to stress and burnout, consideration should be taken into additional research of teachers' years of teaching experience and teachers' coping mechanisms while experiencing these issues (van Uden, Ritzen, & Pieters, 2013).

Precursors of teachers' decision to leave the teaching profession include discontent and burnout (Maslach et al., 2001; Torres, 2016; Zenobia, 2015). The burnout that teachers experience is connected to each phase of their teaching careers and can occur as prematurely as the student teaching phase (Fives, Hamman, & Olivarez, 2007),

which is a determinant in teachers' decisions to leave the teaching profession. Teachers with elevated levels of burnout are more probable to resign from the teaching field (Chan, 2006; Goddard & Goddard, 2006; Leung & Lee, 2006). Aloe et al. (2014) and Goddard and Goddard (2006) conducted research to evaluate the alignment between teachers' intent to leave the profession and burnout. The research contends that elementary school instructors usually contemplate leaving the teaching profession due to the stressors of teaching and issues related to students. There is persistent research that teachers in schools in the United States and international schools experience burnout, stress, and teachers resigning (Gardner, 2010; Glazer, 2018; Goddard & Goddard, 2006; Hastings & Bham, 2003; Singh & Billingsley, 1996; Skaalvik & Skaalvik, 2009). Martin et al. (2012) found alternative information from their study. These authors supported that teachers who work in elementary schools are not as apt to contemplate leaving the teaching profession. Brunsting et al. (2014) and Martin et al. (2012) determined that teacher stress had a high level of correlation with teacher burnout.

Haynes (2014) declared that research from the Alliance for Excellent Education revealed that 40-50% of beginning teachers resign from the teaching profession after 5 years. This status is attributed to teacher burnout that beginning teachers experience. According to Klassen and Chiu (2011), teachers who experience elevated levels of burnout have more probability of resigning from their teaching profession. Factors such as decreased associations with their students are a reason that teachers leave their teaching careers (Martin et al., 2012). A link between school personnel and high levels of burnout are significant in teachers' decisions to leave (Pas, Bradshaw, & Hershfeldt,

2012). Analysis of these studies advocates that relatedness among teachers, their colleagues, and students are significant predictors of teacher stress and burnout that leads to teachers resigning (Bakker & Costa, 2014; Demerouti et al., 2001; Pietarinen et al., 2013; Sharplin, O'Neill, & Chapman, 2011). A quantitative study was conducted in which 3,225 high school teachers in 58 high schools in the state of Maryland were analyzed with the MBI among other scales for burnout, relatedness, and safety. The outcome of the study signified the attention and research that should be conducted on teacher stress, burnout, and reasons that teachers leave the teaching profession (O'Brennan et al., 2017). The findings of O'Brennan et al. (2017) were similar to the research and outcomes of Skaalvik and Skaalvik (2017) and Pietarinen et al. (2013).

Teachers who leave the teaching profession in the UAE. In a study conducted by Austin et al. (2014), 29 expatriate teachers at an educational institution in the UAE discussed the stipulations of their contracts and the opportunities for termination to occur due to questioning politics or complaints made by students (Shaw, Delery, & Abdulla, 2003). The EMTs were reported as being hard workers who strive to meet the overall needs of their students, despite their lack of job security and being made to uproot themselves and their families upon spontaneous termination (Austin et al., 2014). Expatriates' employment is directed by national government policies (Austin et al., 2014). Employers who provide sponsorship for employees can discharge teachers without any explanation at any time (Austin et al., 2014). The employees lose their work sponsorship visas and must leave the country within one month (Austin et al., 2014). The lack of job security, feelings of not being valued or respected by their employers,

insufficient professional development, and their hard work not being valued are some of the reasons that teachers leave their job positions (Austin et al., 2014). An equal exchange of mutual respect is warranted by expatriates in the UAE (Rosser, 2004). Some expatriates shared that the work environments in the UAE are not contributory or beneficial (Austin et al., 2014; Sorcinelli, Austin, Eddy, & Beach, 2006). The expatriates provided details that they were not provided progression-orientated observation procedures, the professional development opportunities were not geared toward professional and individual needs, and they had no opportunities for involvement in school decisions (Austin et al., 2014; Sorcinelli et al., 2006). Likewise, expatriate teachers in China experienced similar issues as they worked at IBSs (Cai & Hall, 2016).

The occupational environment in the UAE is of vast concern, as expatriate employees highly exceeded the national employees (Yaghi & Aljaidi, 2014). In 2011, Forstenlechner and Rutledge reported that expatriate residents constituted 89% of the labor force (Baruch & Forstenlechner, 2017). More recently, it was reported in *The Economist* (Copestake, 2014) that expatriates constituted approximately 95% of employees and 90% of the population in the UAE. An examination of whether national and expatriate employees in the UAE have varied levels of organizational commitment was conducted by Yaghi and Aljaidi (2014) and Yaghi and Yaghi (2014). The process of leaving teaching positions in the UAE constitutes the rationale of comparing the fees of leaving to the fees of remaining. The fees of leaving include the possibility of being forced to leave and resigning without a secured career position (Karakuş et al., 2014; Shapira-Lishchinsky & Tsemach, 2014).

Western expatriates in the UAE were documented as having low affective commitment and the highest level of continuance commitment in comparison to the local/Emirati counterparts. Arab expatriates ranked as having the highest normative and overall commitment. Emirati employees had the highest level of affective commitment. Expatriates may be committed to their place of employment in the UAE due to nothing other than moral and ethical reasons. Western and Asian expatriates employed in the UAE scored the most elevated levels on continuance organizational commitment, which shows more commitment to their jobs rather than their Emirati counterparts (Yaghi & Aljaidi, 2014).

Some male teachers in the UAE do not see potential in the teaching career and leave the career (Dickson & Le Roux, 2012). The male teachers are discontented because of poor finances and little opportunity for advancements in their teaching careers (Mahmood, Nudrat, Asdaque, Nawaz, & Haider, 2011). Data that were distributed from the Dubai School Inspection Bureau (2009) pointed out that approximately 60% of expatriate teachers in Dubai leave their teaching positions annually. The expatriate teachers who travel to the UAE and other international teaching opportunities face the religious, lingual, cultural, and political changes that are different from their home countries complemented by the usual issues of lack of respect, student misbehavior, constant changes, and massive work responsibilities (Collins, 2011). These cause teacher stress, burnout, and teachers leaving the teaching profession on an international basis (Collins, 2011). At least 20% of the teaching population resigns from teaching jobs in the Middle East schools on an annual basis, in comparison to five to six per cent of

expatriates in Al Ain and Abu Dhabi who resign on an annual basis. According to Collins (2011) these turnover rates are average (Collins, 2011).

Individualized, Self-Initiated Wellness Paradigms: Historical Overview

Upton in 1906 (as cited by Baker & Green, 1991) outlined the necessity of organizations to have concern for the wellness of their employees and the safety in the work environment. In the 1920s, awareness concerning the health of employees who were employed in industrial work places occurred (Jung, & Cha, 2013; Schirmer, & Douglas, 1925). The Lalonde Report (1974) birthed awareness of health promotion and wellness. Wellness and encouragement for health has a foundation since ancient Greece times (Tountas, 2009). Proper eating habits and physical activities are the basis for health and wellness. Wellness paradigms and obtaining health information constitute well-being and employees who are more productive in the workplace (Cohen, 1985; Connors, 1992; Conrad, 1988; Pender et al., 2011). Tountas (2009) reported that individuals' capacity to care for their health, well-being, and maintenance of individual healthy choices are critical for success. The need for people to take the initiative and accountability to make individual advancements in their health behaviors and choices was born (Coburn et al., 2003).

Individualized, Self-Initiated Wellness Paradigms: Current Research Findings

The purpose of ISIWPs is to promote teachers' well-being, alleviate stress, reduce burnout, and prevent intent to leave the teaching profession (Tucker et al., 2011; Walker et al., 1987; Walker et al., 1995). Well-being involves individuals' optimistic perception of their lives in the emotional, physical, and psychological capacity (Seligman, 2002).

The study of ISIWPs to alleviate the stress, burnout, and intent to leave the teaching profession has not been well-documented and researched. Several studies have recommended that further investigation should be conducted to benefit preservice and beginning teachers about the stress and burnout that they may experience. The EMTs may alleviate stress, burnout, and intent to leave by participating in wellness paradigms (Tucker et al., 2011; Walker et al., 1987; Walker et al., 1995). Specifically, eating healthy meals, physical exercise, drinking adequate amounts of water, getting adequate levels of sleep, taking personal time out to relax, mediation, deep-breathing strategies, yoga, and quiet time can be taken into consideration to alleviate stress levels and reduce burnout (Almiron & Zoppeddu, 2015; Dahlan-Taylor, 2015; Hülsheger et al., 2015; Lovold, 2013). Beginning teachers who participate in wellness activities demonstrate benefits such as a reduction in stress levels and increased energy (Centers for Disease Control and Prevention, 2013; Strijk et al., 2013).

The overall goal of this research study is to diminish the worldwide elevated rates of teacher shortages through the study of the causes of teacher stress and burnout, alleviate both conditions, and focus on beginning teachers' well-being to maintain experienced teachers to educated the youth (Bernay, 2014; Dunn et al., 2017; Paquette & Rieg, 2016; Salmela-Aro & Upadyaya, 2014). Sengupta and Sengupta (2017) distinguished that the initial step for an individual in coping with stress is to become cognitive of the stressors and how the stress is affecting that person's well-being. Individual mechanisms to cope with stress are time management, adequate amounts of

sleep, physical activities, eating nutritious meals, and socializing with family (Sengupta & Sengupta, 2017).

Components of wellness paradigms to cope with stressors. Paquette and Rieg (2016) examined teachers' stressors and healthy coping mechanisms through a mixed-methods study of 187 preservice teachers. An analysis of the teachers' relationship with how they ease their stress was assessed. Self-talk in a positive, encouraging manner, exercise, lifting weights, participate in yoga, finding free time, deep-breathing, and dealing with time management sufficiently were identified as ways to alleviate stress. Eighty-four percent of the participants found these coping mechanisms to be advantageous in relieving stress. Paquette and Rieg provided a realistic view of how to cope with stress.

Limited research has been conducted on this subject, and further research, which includes a review of teachers in their first to fifth year of teaching, should be conducted. Beginning teachers "do their best to make a difference in the lives of the students whom they serve. Relieving stress just might be one way to keep exceptional teachers in the classrooms where they belong-with students" (Paquette & Rieg, 2016, p. 57). Antoniou et al. (2013) and Betoret and Artiga (2010) reported a positive correlation among teachers' stress levels, burnout levels, and coping strategies. Teachers who actively engaged in a balanced level of coping behaviors were able to deal with their stress and burnout.

A quantitative study conducted that included 30 employed teachers and four retired teachers in Norway schools concluded that six of the participants exercised after work to alleviate stress and tension, three teachers obtained adequate sleep and exercised,

and three teachers shared that they settled down after work on their sofas to de-stress after work. However, some of the participants still experienced burnout after resorting to stress relievers (Skaalvik & Skaalvik, 2015). As concluded by Csaszar and Buchanan (2015), teachers who actively developed their own wellness, such as eating nutritious foods, exercising, meditating, obtaining appropriate sleep, taking breaks as needed, and participating in social time, can lessen their stress levels. The aforementioned wellness activities are fundamental in averting burnout and increasing wellness. These factors can contribute to teachers' productivity and meeting the needs of their students. Csaszar and Buchanan's discoveries are comparable with Curry and O'Brien (2012), LeCheminant et al. (2015), Paquette and Rieg (2016), and Skaalvik and Skaalvik (2015).

Means to alleviate stress include mindfulness and self-management of the stability of home and work. Through these strategies, an independent decision can be made to distinguish individual time and work time. A life that includes stress and burnout reduction can decrease the consequences of stressors and, therefore, improve one's health (Adhia et al., 2010; Galla, O'Reilly, Kitil, Smalley, & Black, 2015; Mulla & Vedamuthachar, 2014). Abenavoli et al. (2013) found correlations between stress, mindfulness, and burnout among teachers. The results of the study indicated that teachers do experience stress, and that their level of mindfulness is related to the burnout that they experience. The article is background knowledge for this study, as it provides research relevant to how teachers cope with stress, burnout, and requirements of teaching.

In a study conducted by Harris, Jennings, Katz, Abenavoli, and Greenberg (2016), 64 teachers participated in a Community Approach to Learning Mindfully (CALM)

program to promote well-being and promoting the release of stress. The program included mindfulness and yoga practices. The results of the program were beneficial for the teachers to understand how to deal with the stress that they experienced. The teachers' awareness of their individual ability to experience distress, the physical effects, and use their awareness of positive thoughts by using the CALM program was beneficial for the teachers. The teachers also experienced better classroom management (Harris et al., 2016). Participating in exercise, yoga, and deep breathing techniques reduced the teachers' stress levels and positively affected mood regulation. Relaxation guidance, meditation, and muscle relaxation conducted at a worksite decreased participants' stress levels (Chase & Hutchinson, 2015; Gu et al., 2015; Van Gordon et al., 2014; Visted et al., 2015). The recommended frequency of physical activity is three to five days per week and an intensity of 55/65%-90% of maximum heart rate for 20-60 minutes for beneficial results (Petersen et al., 2016). Seventy-two participants were involved in an Art of Living's Achieving Personal Excellence (APEX) program. The APEX is a stress management mediation. The participants' stress, life satisfaction, and cortisol levels were evaluated. The participants completed the Likert scales through self-evaluation measures. It was determined through the study that the stress and cortisol levels reduced significantly and life satisfaction increased significantly. The participants in this study continued to do the APEX techniques a year later, which was determined through a follow-up survey (Marshall, 2016; Mulla & Vedamuthachar, 2014).

In a study similar to Mulla and Vedamuthachar's (2014) conducted by Adhia, Nagendra, and Mahadevan (2010), two study groups were used in to determine the

effects of yoga and physical exercise on stress and burnout. The burnout was measured by the MBI (Maslach & Jackson, 1981b). Adhia et al. determined that there was a statistical significance in the burnout of the participants in both groups. However, they recommended conducting this study in a larger group with another organization, as it was determined that the size of the population in their study was small. Input of the suggestion of measuring individualized wellness programs relation to participants' stress and burnout levels was accomplished in the current research study.

Adhia et al. (2010), Csaszar and Buchanan (2015), Mulla and Vedamuthachar (2014), Paquette and Rieg (2016), and Skaalvik & Skaalvik (2015) conducted studies similar to Grensman et al. (2018) in which yoga, mindfulness, physical activities, and adequate sleep were studied to determine the effects on stress and burnout. Ninety-four participants were analyzed as they participated in mindfulness-based cognitive therapy , cognitive behavioral therapy, and traditional yoga while on sick leave due to stress and burnout at their places of employment. The mindfulness-based cognitive therapy included body-mind alertness exercises, dealing with adverse feelings rationally, and scheduling successful days. The purpose of the activity was to be aware of harmful feelings and thoughts. The cognitive behavioral therapy activities involved relaxation methods, recognizing stressors, dealing with the stressors, and active mechanisms to decrease the amount of day-to-day stress. The traditional yoga included breathing exercises, asanas, physical activities, and meditation. As the participants dealt with stress and burnout through the activities, the traditional yoga induced better sleep patterns and improved both emotional and physical well-being (Alexander, Innes, Selfe, & Brown, 2013). The

results of the randomized controlled trial determined that the procedures could be used to avert burnout and relapse of burnout incidences. The methods in this study can help employees cope with stress induced from work (Grensman et al., 2018).

Some teachers deal with issues of stress and burnout. At times, teachers may use social support from colleagues, friends, spouses, and family to deal with these issues. A significant positive correlation was discovered between personal accomplishment and family support and colleague support and the burnout element of personal accomplishment. These results are in alignment with the data gathered by Bataineh (2005), Haddad (1998), Platsidou and Agaliotis (2008), and Rimmerman (1989). These researchers determined a positive association of personal accomplishment and family support (Bataineh & Alsagheer, 2012). Progression should be made in teachers conducting self-initiated care for reducing stress and for their personal well-being. Social supports at the school organization level was found to be fundamental in decreasing teacher stress (Naghieh, Montgomery, Bonell, Thompson, & Aber, 2015). Harris (2012) pointed out that stress management for teachers should be included in university preservice educational training in Canada and professional development. The professional development and the importance of teachers' well-being is necessary due to the increase of stress and burnout of teachers (Dagar & Mathur, 2016).

Coping mechanisms for teachers for stress and burnout can include physical activities, meditation, social support, mindfulness, and speaking with their physicians. Whichever type of social support that teachers choose, they should be able to do so comfortably and without receiving adverse effects. From the results of the study

conducted by Ferguson, Mang, and Frost (2017), participants seldom talked to their physicians regarding stress and burnout at work. Participants did speak with colleagues, friends, and family. Unfortunately, some teachers were guided by their colleagues to leave the profession if they felt stress at work. There is a need to conduct additional research about the stress that teachers experience (Ferguson et al., 2017).

Importance of selecting adequate ISIWPs to cope with stress. Teachers created their individual health plans toward achieving well-being and coping with preservice stress and burnout. Upon employment as teachers, the individual health plans were established to assist in decreasing their intent to leave due to stress and burnout. Burnout is a cause of teachers' leaving the teaching profession, the growing number of teachers retiring, and teacher shortages on an international basis (Feng, 2005; Maslach et al., 2001). Curry and O'Brien (2012) explained that independent implementation of this self-selected wellness plan allows teachers to take ownership of their well-being. The MBI (Maslach et al., 1996) was self-administered to measure the teachers' stress and burnout. To decrease teachers' stress, burnout, and attrition, it is conducive to create and use wellness mechanisms (Curry & O'Brien, 2012).

Lovold (2013) examined if new employees using mind-body stress alleviation mechanisms, such as yoga and meditation to reduce their stress, would have long-term effects of retaining employees. Through the study, results indicated that employees' productivity and contentment improved, stress was reduced, and the wellness atmosphere of the school developed. To decrease the attrition rate of new teachers, Wilkins-Canter, Edwards, Young, Ramanathan, and McDougle (2000) supported educating new teachers

about healthy lifestyle practices and coping mechanisms for stress management. Murugesan's (2015) study justified Lovold's results that mind-body stress alleviation mechanisms do indeed suppress stress as examined. The data gathered through the current research study add knowledge to Lovold's (2013) study by examining if wellness programs, which include activities such as yoga and meditation, alleviate stress.

A modified mindfulness-based stress reduction class was administered to 10 teachers to evaluate their stress, burnout, and self-compassion levels in a controlled pilot trial. In this quantitative study, the MBI-ES (Maslach et al., 1996) was used. The participants completed it independently, as it was a self-report questionnaire. The results indicated that the teachers' self-compassion increased, their burnout levels decreased, and the teachers' successful teaching skills developed (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013). Sixty-four teachers were included in a mixed-methods study that assessed teachers' stress and burnout. The results verified Flook et al.'s (2013) conclusion that yoga and mindfulness are methods that teachers can learn to increase their well-being, manage stress, and maintain classroom teaching skills (Taylor et al., 2016).

The recommendations of prior researchers and added value in the research of teachers' means to cope with stress and burnout was fulfilled through this research study. The supportive research that was conducted in this study provides information to teachers, administrators, and stakeholders of the school community on the necessity of researching teacher well-being as a means to increase teacher productivity and make better school environments for students. Further research, according to Antoniou et al.

(2013) and Goddard et al. (2006), should be conducted on the causes of stress and development among beginning teachers. There is a need to explore means to alleviate stress and burnout through an independent wellness program (Biron et al., 2012; Salmela-Aro & Upadyaya, 2014; Siu et al., 2013).

Summary and Conclusions

According to the literature review presented, additional research and definitive information should be commenced on expatriate teachers within the UAE to comprise inquiries in the work sector (Al Ariss, 2014; Forstenlechner & Mellahi, 2011). In relation to the research study, it is pertinent for organizations in the UAE to support expatriates in their adjustment into the workforce in response to the stress of expatriates adapting to the new culture of the UAE (Muhammad, Mohamed, Ismail, & Veera, 2014; Rawls, 2016; Shanonhouse, 1996). There is a need to conduct this research study to explore expatriates' experiences of stress, burnout, and intentions to leave, specifically in the UAE. Occupational stress is a current subject of research in the industrial/organizational psychology field. These forms of stress may have harmful effects on employees' physical, emotional, and psychological state, which can impinge on employees' well-being, health, and eventually levels of productivity (Landy & Conte, 2010; Lazarus & Folkman, 1984). Burnout is a reason that teachers decide to leave the teaching profession. There is a need of procedures to recognize burnout, offer and provide support, and provide measures to alleviate the burnout that teachers currently experience or have the potential to experience (Aloe et al., 2014; Hanson, 2006; Mazur & Lynch, 1989).

In a study conducted by Odland and Ruzicka (2009), it was suggested that research should be done to discover the motives for teachers leaving the international school settings. This is due to attrition rates being more elevated in international schools than in the United States (Odland & Ruzicka, 2009). Approximately 30% of new teachers migrate to a new school or resign from the teaching profession after the initial year of their teaching career (Smith & Ingersoll, 2004). These findings necessitate guiding principles toward the causes and cessation of attrition. The gaps of the stress, burnout, and intent to leave, which were experienced by EMTs who may cope with these conditions through wellness paradigms that were individually initiated, were filled through this research study. It is pertinent to consider the association between teachers' intent to leave, stress, teacher experience, and what persuades beginning teachers during the initial 5 years of their teaching careers (Ryan et al., 2017).

In Chapter 2, an extensive amount of literature studies about teacher stress, burnout, intentions to leave the teaching profession, beginning teachers, expatriates' employment within the UAE and other countries abroad, and wellness programs were reviewed. In Chapter 3, a description of the research design, the rationale of the design, methodology, population, sampling procedures, data collection, instrumentation, threats to validity, and ethical procedures. Information on the multiple linear and moderated multiple regression analyses that was completed on the variables was included in Chapter 3.

Chapter 3: Research Method

Introduction

The purpose of this quantitative nonexperimental study using multiple linear regression and moderated multiple regression analyses was to test the Maslach theory of job burnout (Maslach, 1998) on the burnout levels of EMTs at schools in the UAE. I sought to determine if stress levels, burnout experiences, and intent to leave the teaching profession could be predicted using self-initiated wellness programs. Results from this research may be used to assist teachers beginning their careers in the UAE so they can recognize stressors, cope with those stressors through wellness paradigms, and establish methods to alleviate or prevent burnout and intent to leave the profession. Chapter 3 includes the research design and rationale, methodology, sampling and sampling procedures, and instruments used in the study. The chapter contains information about the reliability and validity of the instruments, threats to validity, ethical procedures, and a summary of the chapter, and it ends with the transition to Chapter 4.

Research Design and Rationale

The PVs of the study were the ISIWPs and the six subscales of the ISIWPs: (a) physical activity, (b) nutrition, (c) spiritual growth, (d) interpersonal relations, (e) stress management, and (f) health care awareness/responsibility. The MVs are stress and burnout. The OV is the intent to leave that EMTs may experience during their initial 5 years teaching in the UAE. The research design was a quantitative correlational nonexperimental design. The design was appropriate for the study due to multiple PVs, MVs, and the OV (Frankfort-Nachmias & Nachmias, 2014). I used the design to analyze

the relationship of the PVs (EMTs' use of ISIWPs) and data related to the MVs (stress and burnout) and the OV (intent to leave) (McLaughlin, Bush, & Zeeman, 2016). A multiple linear and a moderated multiple regression was conducted in the study. Through the multiple linear and moderated multiple regression, I conducted an analysis to determine if there was an interaction between the PVs on the OV, which was moderated by the MVs (Zeigler-Hill, 2016). I determined if participation in ISIWPs predicts teachers' stress levels and job burnout occurrences. Additionally, I used data analysis to indicate if the use of ISIWPs predicted EMTs' rates of intention to leave the teaching profession in the UAE. The time and resource constraints of this quantitative correlational nonexperimental design were the collection of data. I collected data electronically through online surveys. Gathering the data from participants who fit the criteria needed for the study was another time constraint.

The quantitative correlational research design has been used in other studies that advanced knowledge in the field of industrial/organizational psychology. Bashir (2012) conducted a study on expatriates in the UAE. Abenavoli et al. (2013), Fernet et al. (2017), and Langher et al. (2017) reported the importance of teacher burnout through a quantitative correlational design. Sharif et al. (2016) and Wolhuter et al. (2012) explored teacher stress in a correlational design. Anthony-McMann et al. (2017) used a correlational design to conduct a study on teacher stress and burnout. Ferguson et al. (2017) and Paquette and Rieg (2016) conducted studies concerning wellness coping strategies to deal with stress.

Methodology

Population

The study population included EMTs who worked in schools in the UAE school system. The size of the target population was approximately 11,000 teachers. The sample I used in the study was a convenient sample of all willing participants (Frankfort-Nachmias & Nachmias, 2008).

Sampling and Sampling Procedures

Multiple linear and moderated multiple regression analyses were conducted in this quantitative study. I used G*Power 3.1.9.2 software to determine the total sample size for a linear multiple regression, fixed model, R^2 increase. The a priori power analysis was used in the calculation (Faul, Erdfelder, Buchner, & Lang, 2009). A $p = .05$ error of probability, a .15 effect size, a .95 power level, and six predictors were the options I chose to determine the sample size. The total sample size for this study, as determined by the G*Power 3.1.9.2 analysis, was estimated to be 146 participants (Faul et al., 2009). An estimate of 150 participants was the goal to obtain for generalization and to aim for a higher level of validity in case participants did not complete the survey or decided to withdraw from the study (Aguinis, Culpepper, & Pierce, 2016; Faul et al., 2009; Hunter & Schmidt, 2004).

The effect size of .15 is a medium size. The error of probability, $p = .05$, was a minimum base to reject the null hypothesis (Cohen, 1988). The power level, .95, showed a 95% opportunity of correctly rejecting the false null hypothesis in favor of the alternative hypothesis (Martin & Bridgmon, 2012). The justification of the effect size was

the standardized measurement of the size of the effect and the power between the variables (Field, 2013; Sink & Mvududu, 2010).

Procedures for Recruitment, Participation, and Data Collection

The target population was EMTs who teach in school settings. The sample included both male and female EMTs working in UAE school settings and who have 1 to 5 years of teaching experience in the UAE. I analyzed the information to determine if the respondents met the criteria to participate (Trochim, Cabrera, Milstein, Gallagher, & Leischow, 2006). The participants were established through nonprobability sampling/purposive sampling (LeCheminant et al., 2015; Maslach et al., 1996). I used nonprobability sampling/purposive sampling in the study due to the participants in the study fitting into a certain criteria. The selected participants fit the sampling frame previously described (Frankfort-Nachmias & Nachmias, 2014). The participants were chosen for the study to represent the target population. An exact list of EMTs with less than 5 years of teaching experience in the UAE was not readily available.

Specifically, participants who fit the specified criteria were recruited through schools in the UAE (Abu Dhabi Department of Education and Knowledge, n.d.), the community partner site. The EMTs were employed in this organization. I presented an application to conduct a research study to the research department of the community partner site. Once the research department of the community partner site approved the application and my institutional review board (IRB) application was approved by Walden University, the research department provided a letter of cooperation with permission to conduct the research in the UAE schools and participants were solicited through the

employee e-mail system. After my IRB application was approved, any information that was used to solicit or invite participants to complete the online questionnaire surveys for the study included the Walden University IRB's approval number (i.e., approval number 01-24-19-0019821). The documentation of approval from the research department of the community partner site was provided to the appropriate administrative personnel of the various schools.

The initial contact with possible participants and solicitation was conducted through flyers, social media sites, such as Facebook groups, Instagram, LinkedIn, WhatsApp, WeChat, Reddit, Twitter, e-mailed via the system directory of the school system in the UAE, and snowballing method. I used these solicitation methods to inquire if potential participants were interested in taking part in the survey on a voluntary basis. The education system directory was accessible through the employee e-mail system. The system directory is a list of teachers' e-mail addresses. The snowballing method is a nonprobability sampling strategy used to gain access to suggested participants. Various EMTs made suggestions of other EMTs with 5 years or less of experience who worked in the UAE. The EMTs recruited other EMTs who fit the specified criteria to complete the online survey questionnaires. The EMTs continued this process until I obtained the necessary sample size of 146 EMTs (Sadler, Lee, Lim, & Fullerton, 2010).

I contacted the administrators of various EMT Facebook group pages to determine if flyers, which included the survey link, could be posted on the Facebook pages. Once the administrators of the Facebook group pages granted permission, I posted a flyer on the Facebook group pages to solicit participants. An explanation of the study

was included in the flyer. If individuals were interested in participating in the study, they clicked the link included on the flyer and answered the questions on the eligibility questionnaire and information sheet to determine if they fit the criteria to participate in the study. If the potential participants fit the criteria and consented to participate in the study, they clicked the survey link and, per the Walden University IRB requirements, a cover letter and informed consent form were available to them.

The cover letter and informed consent form included details of the study, the participants' rights, the confidentiality of their identity and their responses to the survey questionnaires, and their right to withdraw from completing the surveys if they decided to do so. If the respondents decided to withdraw from taking the surveys, there were no penalties. After reading the information in the cover letter and informed consent form, if participants consented to participate, they were directed to the next page to complete the HPLP-II (Walker et al., 1987), TIS (Cohen, 1999b), TSI (Fimian,1984), and the MBI-ES (Maslach et al., 1996) survey questionnaires. The digital forms of the eligibility questionnaire and information sheet, cover letter, consent form, and the survey questionnaires were readily available to the participants through the SurveyMonkey link. The participants completed the survey questionnaires solely on a voluntary basis. It took the participants 11–25 minutes to complete the online surveys.

All data collected from the participants were coded, kept in a secured file, and stored on a password-protected computer in the researcher's private office to maintain confidentiality. The participants' names and e-mails were separated from the data that were collected to assure anonymity and to not be revealed to others. When the results of

the research are published or discussed in conferences, no identifiable information was used. The data will be maintained for 5 years after the study has been completed. The informed consent included details regarding no foreseeable personal or professional risks by participating in the data collecting surveys. By participating in this study, the respondents' employment was not affected in any manner. No follow-up procedures were required of the participants (Fisher, 2013).

Instrumentation

The scales used in the study were a four-item eligibility questionnaire and information sheet, a 52-item HPLP-II (Walker et al., 1987), a nine-item TIS (Cohen, 1999b), a 49-item TSI (Fimian, 1984), and a 22-item MBI-ES (Maslach et al., 1986; Maslach et al., 1996). There were 136 total items from the four measurement scales. The participants were asked to complete the survey questionnaires via online surveys. The researcher obtained permission from the authors/developers to use the four surveys for the study (Fimian, 1984; Maslach et al., 1996; Walker et al., 1987).

Health Promoting Lifestyle Profile-II

The HPLP-II is a 52-item four-point rating scale that includes six subscales that were scored by a total score (Walker et al., 1987). The following PVs are the six subscales that measure the health promoting activities of individuals: (a) physical activity, (b) nutrition, (c) spiritual growth, (d) interpersonal relations, (e) stress management, and (f) health care awareness/responsibility. The PVs, ISIWPs, were measured by the HPLP-II. The participants made responses to the HPLP-II scale options with 1 = *never*, 2 = *sometimes*, 3 = *often*, or 4 = *routinely* (Walker et al., 1987; Walker et

al., 1988). The total score overall and the mean score of each subscale were calculated for each participant's individual responses of the 52 items. The total score of the six subscale scores were determined by calculating the total of the participants' individual responses to the six subscale responses.

The mean score of each subscale was calculated by the participants' responses to each subscale. For the physical activity subscale, the mean was calculated for the responses to Items 4, 10, 16, 22, 28, 34, 40, and 46. For the nutrition subscale, the mean was calculated for responses to items 2, 8, 14, 20, 26, 32, 38, 44, and 50. For the spiritual growth subscale, the mean was calculated for responses to Items 6, 12, 18, 24, 30, 36, 42, 48, and 52. For the interpersonal relations subscale, the mean was calculated for responses to Items 1, 7, 13, 19, 25, 31, 37, 43, and 49. For the stress management subscale, the mean was calculated for responses to Items 5, 11, 17, 23, 29, 35, 41, and 47. For the health care awareness/responsibility subscale, the mean was calculated for responses to Items 3, 9, 15, 21, 27, 33, 39, 45, and 51. Seven HPLP-II scores were obtained; the total score and the scores of the six subscales (Walker et al., 1987; Walker et al., 1988).

The ISIWPs are interval, continuous variables. The interval, continuous variables include two or more predictor variables that were measured at a continuous level in the study. Continuous variables are interval variables. Interval variables were measured along a continuum with a numerical value (Frankfort-Nachmias & Nachmias, 2008). In the study, a multiple linear regression was conducted on the ISIWPs through the HPLP-II on the EMTs' intent to leave the teaching profession measured through the TIS.

The HPLP-II was appropriate for this study because the items in the scale included response statements for the six subscales. The questionnaire included representative statements such as: (a) discuss my problems and concerns with people close to me, (b) choose a diet low in fat, saturated fat, and cholesterol, (c) report any unusual signs or symptoms to a physician or other health professional, (d) follow a planned exercise program, (e) get enough sleep, and (f) feel I am growing and changing in positive ways (Walker et al., 1987). These questions addressed the personal stress management strategies that the participants used in their regular routines to address their health care and well-being (Walker et al., 1987). The HPLP-II was used to answer the research questions: (a) Do any of the components of the ISIWPs predict EMTs' intent to leave the teaching profession? (b) Do EMTs' burnout levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave? and (c) Do EMTs' stress levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave? I have obtained permission from the authors/developers to use the HPLP-II survey (Walker et al., 1987) for the study.

Walker et al. (1988) conducted a study on 452 adults who participated in health promoting activities and were assessed by the HPLP-II scale in which validity and reliability were documented. The scale was used to measure participants' intensity and frequency of different types of wellness paradigms. The score was established by computing the mean of the subscale responses. The participants completed the measurements individually and anonymity was maintained. Reliability and validity were confirmed. The test-retest reliability was $r = .89$. The internal consistency was confirmed

by the Cronbach alpha total scale of .94 and the range of subscales was .79-.87. The construct validity was verified by factor analysis of r = .68. Walker et al. (1987) conducted a study on 952 adult participants and used the HPLP-II scale. The reliability and validity were demonstrated in the study. The alpha reliability coefficient for the total score scale was .92. The alpha coefficients for the subscales ranged from .70 to .90.

Walker and Hill-Polerecky (1996) provided evidence of the reliability and validity in a study that used the HPLP-II to test data collected from 712 adults. Construct, content, and face validity were ascertained. Test-retest reliability was .89 through a period of three weeks. A correlational study of 379 adult participants was also conducted. The Cronbach's alpha of HPLP-II was calculated for the total scale at .96. The Cronbach alpha calculations of the subscales were physical activity = .87, spiritual growth = .84, health responsibility = .83, interpersonal relations = .82, nutrition = .76, stress management = .75. The results showed significant correlations between the ages of the participants and all the subscales (Callaghan, 2006). A cross-sectional study was conducted that involved 6,840 teachers in Guangzhou, China. The HPLP-II scale was used and stress management was examined. The subscales of the HPLP-II showed composite reliability of > 0.7 in all six subscales, which demonstrates good validity and reliability (Li et al., 2016).

Turnover Intention Scale

The TIS was developed by Cohen (1999b). The original is based on Mobley et al.'s (1979) definition of intent to leave. The TIS is a three-item, five-point Likert scale that was used to assess the OV, intent to leave. The rating scale of the responses is 1 =

strongly agree, 2 = *agree*, 3 = *neutral*, 4 = *disagree*, and 5 = *strongly disagree*. The questionnaire includes examples of items such as: (a) I think a lot about leaving the organization. (b) I am actively searching for an alternative to the organization. (c) As soon as it is possible, I will leave the organization. The total score ranges from one to fifteen. The participants' intent to leave was their independent perception and choice concerning their occupation. The participants' individual perception was measured. The total intent to leave score is an interval, continuous variable as the OV does not have a least amount unit (Cohen, 1999b; Frankfort-Nachmias & Nachmias, 2008).

The scale was justified to use in this study due to the questions inquiring with participants of their current decision about leaving their current profession. The TIS was demonstrated as sufficient to answer the research questions: (a) Do any of the components of the ISIWPs predict EMTs' intent to leave the teaching profession? (b) Do EMTs' burnout levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave? and (c) Do EMTs' stress levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave? The TIS was used to analyze the relationship between stress, burnout, EMTs' intent to leave, and using ISIWPs in the study. Permission was obtained from the authors/developers to use the TIS survey (Cohen, 1999b) for the research study. The rating scale of the TIS means that a high total score indicated decreased levels of intentions to leave the profession. In the study conducted by Cohen (1999a) that used TIS, the outcome was a Cronbach's alpha of .89 for intentions to leave the job, .92 for intentions to leave the occupation, and .94 for intentions to leave the organization. The participants in this study were 283 Jewish and

Arab nurses. Chen et al., 2015 demonstrated the reliability and sufficient content validity of TIS. The Cronbach's alpha of TIS was calculated at a range of .72-.82.

Teacher Stress Inventory

The TSI created by Fimian (1984) is a 49-item, five-point Likert scale used to measure the MV, EMTs' occupational stress levels. The questions in the scale included inquiries of "how strong" the participants' feelings were during teaching. The participants responded to the survey questions using the following scale: 1 = *No strength; Not noticeable*, 2 = *Mild strength; Barely noticeable*, 3 = *Medium strength; Moderately noticeable*, 4 = *Great strength; Very noticeable*, and 5 = *Major strength; Extremely noticeable*. The TSI scale was assessed by a total score and 10 subscales that were included in the scale. The total score ranges from one to 245 (Fimian, 1984; Frankfort-Nachmias & Nachmias, 2008). The scores of each subscale (time management, work-related stressors, professional distress, discipline and motivation, professional investment, emotional manifestations, fatigue manifestations, cardiovascular manifestations, gastronomical manifestations, and behavioral manifestations) were calculated. The value of the calculated scores from the 10 subscales were divided by 10 to obtain the total score (Fimian, 1984). The subscales have medium to high levels of internal consistency reliabilities, medium to high correlations amid the frequency and strength evaluations of every subscale, and a considerable level of accord for the content validity for every subscale (Fimian, 1984). The TSI was used to answer the research question: Do EMTs' stress levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

The EMTs' stress level is a continuous variable, as measured by the TSI, which was represented through the various ranges of scores on the subscales (Fimian, 1984; Frankfort-Nachmias & Nachmias, 2008). The studies conducted by Kourmousi and Alexopoulos (2016), Kourmousi, Darviri, Varvogli, and Alexopoulos (2015), and Tan (2017) justified using stress as a continuous variable in this study. All three studies were conducted with multiple regression analyses and stress as continuous variables (Kourmousi & Alexopoulos, 2016; Kourmousi et al., 2015; Ryan et al., 2017). Permission was obtained from the authors/developers to use the TSI survey (Fimian, 1984) for this research study.

In a cross-section study with multiple linear regression analysis, Kourmousi and Alexopoulos (2016) determined the stress levels of 3,447 teachers in Greece. The authors determined that female teachers who had elevated numbers of students in their classes, younger in age, lacked support from colleagues, experienced higher levels of stress, and had a greater total score on the TSI. Ryan et al. (2017) analyzed teacher stress and teacher turnover intentions. The participants' results indicated significant predictors of high levels of stress.

Previous research provided evidence of the reliability and validity for the TSI scale, the content validity, and the internal consistency of the total scale and the subscales. The coefficient alphas are above .90 for the total scale, the construct validity was verified using factor analysis, and criterion-related validity was confirmed by Fimian (1988). Anderson et al. (1999) advocated that the TSI scale has sufficient levels of

validity and reliability. Internal consistency, factorial validity, and construct validity were validated by Fimian and Blanton (1986).

Maslach Burnout Inventory-Educators Survey

The MBI-ES, developed by Maslach et al. (1996) from Maslach and Jackson (1981a), is a published instrument that was used to measure the MV, the three elements of teacher burnout. The elements are emotional exhaustion, depersonalization (reverberation to other people), and decreased personal accomplishment (individuals' acknowledgement to self) (Maslach, 1998; Maslach, Schaufeli, & Leiter, 2001). The MBI-ES is a 22-item scale that includes the design of a seven-point Likert scale with responses of 0 = *Never*, 1 = *A few times a year or less*, 2 = *Once a month or less*, 3 = *A few times a month*, 4 = *Once a week*, 5 = *A few times a week*, and 6 = *Everyday* (Frankfort-Nachmias & Nachmias, 2008; Maslach et al., 1986; Maslach et al., 1996). The MBI-ES scale was used to assess the scores of the subscales. The items in the scale were not be joined to calculate the score because reverse-scoring items are included in this scale. The three subscales included are the emotional exhaustion subscale that includes nine items, the depersonalization subscale includes five items, and the personal accomplishment scale includes eight items (Maslach et al., 1996).

The EMTs' burnout level is a continuous variable, as measured by the MBI-ES, which is represented through the various ranges of scores on the subscales (Frankfort-Nachmias & Nachmias, 2008; Maslach, 2016). The purpose of the MBI was to measure burnout on a range: a continuum (Leiter & Maslach, 2016). The studies conducted by Javadi (2014); Jin, Noh, Shin, and Lee (2015); and Langher et al. (2017) justified using

burnout as a continuous variable in this research study. All three studies were conducted with multiple regression analyses, stress as continuous variables, and the MBI-ES (Javadi, 2014; Jin et al., 2015; Langher et al., 2017). Permission was obtained from the authors/developers to use the MBI-ES survey (Maslach et al., 1986; Maslach et al., 1996) in this study.

Jin et al. (2015) conducted a hierarchical study on 345 Korean teachers using the MBI-ES survey. The three components of burnout, to include emotional exhaustion depersonalization, and personal accomplishment, were evaluated on three groups of the 345 Korean teachers. The three groups were Laissez-Faire, Distressed, and Well-Adjusted teachers. The Laissez-Faire teachers, scored high on personal accomplishment and low scores on depersonalization and emotional exhaustion. The Distressed teachers scored low on lack of personal accomplishment and high scores on depersonalization and emotional exhaustion. The Well-Adjusted teachers scored low levels on all three components of burnout. Langher et al. (2017) used continuous variables and the MBI-ES scale in a multilevel regression and correlational analysis study that included 276 special education teachers. The outcome of the study indicated that teachers who experience perceived support positively correlated to lower levels of emotional exhaustion, improvements in the teachers' personal accomplishments, and was not significantly correlated to depersonalization.

The MBI-ES is appropriate for this study due to factors such as teacher demographics such as teachers' age, years of experience, gender, the number of students per class, grade level and age of students taught, and work load responsibilities in

correlation with burnout in other studies that have been conducted (Braunstein-Bercovitz, 2013; Maslach et al., 1996). The MBI-ES was established and used in this study due to the need for further research on teacher burnout and an increase in teacher shortages (Maslach et al., 1986; Maslach et al., 1996). The MBI-ES has been used in studies using multiple regression analyses. The top aspects of predictors and results of MBI-ES scores can be determined through multiple regression analyses. Issues within educational settings such as involvement in making decisions, disagreement concerning job roles, uncertainty of one's place in the work place, and unavailability of social support among teachers in the work place have been studied utilizing the MBI-ES scale.

Studies have been conducted, using MBI-ES, that analyze teachers' perceived burnout on an individual level, which makes the scale appropriate in this study (Maslach et al., 1996). The MBI-ES was used to answer the research question: Do EMTs' burnout levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave? A sample population of 469 teachers in Massachusetts (Iwanicki & Schwab, 1981) and 462 teachers in California (Gold, 1984) sustained the reliability and validity of the MBI-ES scale. Iwanicki and Schwab (1981) detailed Cronbach alpha calculations of .76 for Depersonalization, .76 for Personal Accomplishment, and .90 for Emotional Exhaustion. Gold (1984) reported .74 for Depersonalization, .72 for Personal Accomplishment, and .88 for Emotional Exhaustion.

Research Question(s) and Hypotheses

The three research questions that guided this study were:

RQ1: Do any of the components of the ISIWPs predict EMTs' intent to leave the teaching profession?

$H_0$1: None of the components of the ISIWPs, as measured by the HPLP-II, predict EMTs' intent to leave the teaching profession as measured by the TIS.

$H_1$1: At least one of the components of the ISIWPs, as measured by the HPLP-II, predicts EMTs' intent to leave the teaching profession as measured by the TIS.

RQ2: Do EMTs' burnout levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

$H_0$2: The EMTs' burnout levels, as measured by the MBI-ES score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

$H_1$2: The EMTs' burnout levels, as measured by the MBI-ES score, moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

RQ3: Do EMTs' stress levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

$H_0$3: The EMTs' stress levels, as measured by the TSI total score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

$H_1$3: The EMTs' stress levels, as measured by the TSI total score, moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

Data Analysis Plan

The nonexperimental quantitative correlational design using multiple linear and moderated multiple regressions measured the predictions and examined the relationship between EMTs who use ISIWPs, their stress levels, burnout levels, and intentions to leave. Multiple linear and moderated multiple regression using SPSS Version 25 was used to conduct data analysis of the relationships of the PVs to the MVs and the OV. The types of analyses were appropriate due to the inclusion of multiple predictor variables, which are the six subscales of the ISIWPs (Chen, Li, Wu, & Liang, 2014). Moderated multiple regression conducted in SPSS Version 25 was used to examine the moderating variables to determine the effect of stress and burnout on the significant predictors of ISIWPs and the EMTs' intent to leave.

Data cleaning and screening procedures were conducted for incomplete data, missing values, and reverse coding. Consistency and confirming normality were assured during this process. The data cleaning and screening was conducted through the SPSS Version 25. Missing values may occur due to participants answering a question incorrectly, not answering questions or data entry errors. To view the missing values, a frequency distribution was done on the data set. The frequency distribution is the quantity of the values of the variable scores, which shows the groupings of each of the variables. The frequency was used to view the patterns of the participants' responses (Frankfort-Nachmias & Nachmias, 2008). If participants did not answer a survey question, the missing data were corrected by using the replace missing values option (Acock, 2005; Frankfort-Nachmias & Nachmias, 2008; SPSS missing values tutorial, n.d.; Trochim,

2006). Reverse coded items were checked for accuracy and recoded in SPSS if necessary (Trochim, 2006).

Descriptive statistics were presented. Descriptive statistics are beneficial to comprehend the distribution of the PVs, MVs, and the OV (DeSimone, Harms, & DeSimone, 2015). This provided a systematic summary of the data that were was collected. The data were reviewed for completeness and checked for inaccuracies in the analysis plan in this study (Frankfort-Nachmias & Nachmias, 2008). The Pearson's correlation, represented by *r*, was done to examine the correlation between ISIWPs, stress, burnout, and intent to leave. The multiple linear regression output is a linear equation model that showed the relationship among the PVs and the OV (Lazar, Mouzdahir, Badia, & Zahouily, 2014). The Pearson's correlation is a coefficient. The coefficient is the power and direction of the linear relationship among the continuous variables. The range of the values of +1.00 represented a positive, perfect linear correlation. The range of the values of -1.00 represented a negative, perfect linear correlation. A value of 0.00 showed a lack of a relationship among the continuous variables (Frankfort-Nachmias & Nachmias, 2008). A strong relationship would be indicated by each of the variables going up or down in the same direction. This term was referred to as a positive correlation. A weak relationship was indicated by each of the variables going in opposite directions. This term was referred to as a negative correlation (Frankfort-Nachmias & Nachmias, 2008).

Cronbach's alpha is widely used in social sciences to quantify reliability regarding internal consistency (Frankfort-Nachmias & Nachmias, 2008; George &

Mallery, 2016). It is a statistic used to determine an approximate number of split-half coefficients. Researchers usually use it when they have Likert items in a scaled survey or questionnaire and would like to establish that the scale is reliable (Frankfort-Nachmias & Nachmias, 2008). The data were screened for construct validity and reliability. Cronbach's alpha was completed on each scale and/or subscale to measure internal consistency and verify reliability (Frankfort-Nachmias & Nachmias, 2008).

The assumptions of multiple linear regressions were evaluated. The assumptions are continuous variables, independence of observations, multicollinearity, residual errors, homoscedasticity, and linearity. The variables of this study were determined to be continuous. The variables were checked for independence of observations by a Durbin-Watson test. Multicollinearity, the correlation of the predictor variables to one another, was checked by the Durbin-Watson test, also. The residual errors are residuals in a model that are regularly distributed. A histogram was used to check for the residual errors. Homoscedasticity was shown in the analyses along the line of predictor variables and was confirmed through the residuals on the partial plots. Linearity is the desired result of a straight line between the outcome, moderating, and the predictor variables. This assumption was assessed by a scatter plot. The scatter plot showed the significance of the variables that were plotted on the graph. It also showed the model of the correlation points (Statistics Solutions, 2013).

Threats to Validity

The concerns of threats to validity are external, internal, and statistical conclusion validity. External validity includes 12 threats to the research study. The two external

validity threats that may be a concern for the study are the points that an individual can generalize from the sample to the described population and the measurement of the OV (intent to leave). The external validity related to generalization was determined following the data collection (Gall, Gall, & Borg, 2003). A thorough description of the sample population was provided to decrease any adverse effects regarding replications in the study among other populations (Slack & Draugalis, 2001). An estimated 146 EMTs within schools in the UAE were needed to participate in the study to obtain the 95% confidence interval. The scores of a total of 167 eligible participants were obtained in the data collection. The participants' right to decline or withdraw from taking part in the study may have affected the final number of total participants.

There was a possibility that the measurement of the OV may have been distorted in some manner because respondents may have been apprehensive to answer the questionnaires related to their employment. It is not known if each participant answered the survey questionnaires truthfully. Internal validity issues were not present in this due to it not including a treatment group, a pretest and posttest, or a control group. Internal validity is recognized in experimental designs with cause-and-effect relationships (Onwuegbuzie, 2000; Slack & Draugalis, 2001). Selection-maturation interaction, testing, instrumentation, history, maturation, and experimental mortality were not indications of internal validity in this study. The results of this research study were framed in a correlational design to dismiss the concern for internal validity (Stone-Romero & Rosopa, 2008). This study did not produce causal conclusions.

A Type I error, also known as a false positive, is the occurrence of a true, null hypotheses not being accepted. A Type II error, also known as a false negative, is a false, null hypotheses being accepted. Either type of error will run a risk to the statistical conclusion validity (Bengston & Moga, 2007; Drost, 2011; Onwuegbuzie, 2000). Any occurrences of violations of assumptions weaken the statistical conclusion validity (Drost, 2011). To facilitate the dismissal of violations of the assumptions, the significance level/error of probability is .05 and the confidence level/power level is 95%. At 95%, there is high level of probability that the results will show a relationship, or lack thereof, and validate the theories (Martin & Bridgmon, 2012). If every assumption is accurate, the confidence level of 95% probability was the true value (Greenland et al., 2016; Rothman, Greenland, & Lash, 2008).

A threat to conclusion validity occurs when the outcome of the study demonstrates that there is not a relationship, but there is a relationship. A threat to conclusion validity could also occur when the outcome demonstrates that there is a relationship, but, there actually is not a relationship (Trochim, 2006). The correlational study, multiple linear and a moderated regression analyses, and valid and reliable scales were used in the study to avoid a threat to conclusion validity. The procedures to obtain the number of participants needed for this research study continued until at least 146 participants completed all of the surveys. The sample size of at least 146 participants was used to confirm and secure a higher level of validity and generalizability (Aguinis et al., 2016; Hunter & Schmidt, 2004; Onwuegbuzie, 2000). One hundred sixty-five participants completed all of the surveys for the data collection.

Ethical Procedures

All ethical procedures deemed necessary by Walden University were carried out to make sure of each participant's confidentiality and protection. A copy of Walden's IRB approval was provided to the community partner/collection site to gain access to the participants' data. The official approval from the IRB Department at Walden University was obtained prior to obtaining any data, accessing any participants, and processing any data analysis. A consent form was provided to the participants.

The National Institutes of Health (NIH; n. d.) Protecting Human Research Participants training was completed to comply with the requirements of the IRB to protect the human research participants. The IRB confirmed that my study presented a minimal level of risk to the human participants. Adequate measures were taken to ensure the safety and confidentiality of the participants. The participants did not experience any personal, psychological, economic, or professional risks by participating in the data collection process of this study. Minimization of the risks were maintained through the use of reliable, valid, and standardized scales in a private setting. The participants who may know me were notified that my research study was outside of any personal or professional capacity in which they may know me.

The participants were notified that they may stop, discontinue, and/or withdraw from the study at any time. No participants were coerced, and participation was strictly voluntary. The data were collected through online surveys. The confidentiality and security of the data that were collected was arranged through SurveyMonkey (SurveyMonkey, 2016a, 2016b). My contact information was provided to the participants

if they had any inquiries or concerns before, during, or after their participation. Further, in the consent form, a link was provided to a website where the results will be available once the study is finished.

The data that were collected for the study are kept secure and private as required by the IRB Department of Walden University. The data analysis, data files, and research information is maintained on a password-protected laptop. The data were backed up in an external hard drive. The laptop and external hard drive are kept in a locked, secured location. The data were maintained under security protection in SurveyMonkey until the data were collected and analyzed in SPSS Version 25 by the researcher (SurveyMonkey, 2016a). Password protection mechanisms were used to protect the collected data throughout each step. The anonymity of the participants was assured through nonidentifiable coding procedures. The data collected from the participants will be protected for 5 years, secured, password protected, and locked.

Summary

Chapter 3 includes the nonexperimental, quantitative, correlational survey design of the study. The evaluation of the relationship among the PVs (ISIWPs), MVs (stress and burnout), and the OV (intent to leave) of EMTs was examined. The PVs include the six subscales: (a) physical activity, (b) nutrition, (c) spiritual growth, (d) interpersonal relations, (e) stress management, and (f) health care awareness/responsibility. Multiple linear and moderated multiple regression and analyses were conducted to confirm the evaluation of the research questions.

The collected data included the participants' demographic information (years of experience as teachers in the UAE) and the 136-total items in the four measurement scales. The measurement scales used were the HPLP-II (Walker et al., 1987), TSI (Fimian, 1984), TIS (Cohen, 1999b), and the MBI-ES (Maslach et al., 1986; Maslach et al., 1996). The four scales were classified as most appropriate for the study. An explanation for the scales that were chosen for this study is included in this chapter. The surveys were sent to participants via e-mail to obtain their data results. The SPSS Version 25 was used to conduct data analysis of the relationships of the variables. SurveyMonkey was used to make the data collection procedures convenient for the self-assessment strategy that was used by the participants.

In Chapter 4, information about the data collection, descriptions of the participants, the responses of participants, and the final sample size was included. The data collection analyses, statistical analyses, results of the data that were collected, figures, tables, and the summaries were presented in Chapter 4. Information on how expatriate EMTs' use of a wellness paradigm predicted their intentions to leave, their burnout levels, and stress levels were included. An analysis of whether EMTs' burnout levels predicted their intent to leave, affected the moderation of the relationship between wellness and intent to leave, and if the EMTs' stress levels affected the moderation of the relationship between their wellness and burnout level.

Chapter 4: Results

Introduction

The purpose of this quantitative, nonexperimental, correlational study using multiple linear and moderated multiple regression analyses was to test the Maslach theory of job burnout (Maslach, 1998) on the burnout levels of EMTs at schools in the UAE. In this study, I also sought to assess if stress and burnout moderated the relationship between intent to leave the teaching profession and the use of ISIWPs. The results of this study may be used to create positive social changes to assist EMTs beginning their careers in the UAE in recognizing stressors, coping with those stressors through wellness paradigms, and establishing methods to alleviate or prevent burnout. In this research, I examined the relationships between EMTs employed in the UAE using ISIWPs and the occurrences of stress, burnout, and intentions to leave the teaching profession.

Chapter 4 includes a detailed description of the procedures used to collect data. Next, descriptive characteristics of the participants are included and data analyses results in accordance to the research questions and hypotheses. The three research questions that guided this study were:

RQ1: Do any of the components of the ISIWPs predict EMTs' intent to leave the teaching profession?

$H_0$1: None of the components of the ISIWPs, as measured by the HPLP-II, predict EMTs' intent to leave the teaching profession as measured by the TIS.

$H_1$1: At least one of the components of the ISIWPs, as measured by the HPLP-II, predicts EMTs' intent to leave the teaching profession as measured by the TIS.

RQ2: Do EMTs' burnout levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

$H_0$2: The EMTs' burnout levels, as measured by the MBI-ES score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II and intent to leave, as measured by the TIS total score.

$H_1$2: The EMTs' burnout levels, as measured by the MBI-ES score, moderate the relationship between their use of ISIWPs as measured by HPLP-II and intent to leave, as measured by the TIS total score.

RQ3: Do EMTs' stress levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

$H_0$3: The EMTs' stress levels, as measured by the TSI total score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

$H_1$3: The EMTs' stress levels, as measured by the TSI total score, moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

Chapter 4 includes details about participant recruitment, data collection, detailed findings of the multiple linear and moderated multiple regression statistical analyses results, data analysis tables, and a summary. The SPSS Version 25 was used to conduct the data analyses. The chapter concludes with a transition into Chapter 5.

Data Collection

In this study, I examined the relationship between the use of ISIWPs and EMTs' intent to leave the teaching profession. An augmentation to the study, burnout and stress were investigated to determine if they moderated the significant predictors of using ISIWPs on the intent to leave. I collected data over 11 weeks, using Likert-type scale surveys in an online survey link through SurveyMonkey. Participants were recruited through e-mail and social media sites. The survey link was accessible to potential participants until April 14, 2019, after which, the link was deactivated and the data set was assembled. The minimum sample size projected for this study was 146 EMTs, with a .05 error of probability and a .95 power level. The sample exceeded the minimum with 165 eligible participants.

The target population was EMTs who teach in school settings. The sample included EMTs working in schools in the UAE for 5 years or less. The participants were established through nonprobability sampling/purposive sampling (LeCheminant et al., 2015; Maslach et al., 1996). The survey included an eligibility questionnaire and information sheet to assure that the participants met the requirements. The information questions were used to determine if participants engaged in any form of personal self-care, wellness paradigms, health management, and/or health-promoting activities and experienced any form of stress and burnout while teaching in the UAE. The second part consisted of four Likert-type scale surveys: HPLP-II, TIS, TSI, and MBI-ES.

Initially, 338 participants entered the survey link; 116 participants did not provide consent to take the survey, so they were excluded, which left 222 participants. Twenty-

seven participants did not complete any of the survey questions after providing consent. Those 27 participants were excluded, leaving 195 participants. Twenty-two participants did not complete any of the TSI and were excluded from the analyses. The remaining number of participants was 173. Eight participants did not complete any of the MBI and were excluded. The cases with missing values for single responses were replaced with the mean (Downey & King, 1998; Freitag, Stolzenburg, Schomerus, & Schmidt, 2019; Little, 1988; Little & Rubin, 1987; Roth, Switzer, & Switzer, 1999). The closing sample size was $n = 165$.

Data collected from the eligibility questionnaire and information sheet are displayed in Table 1. The majority of respondents (98.2%, $n = 162$) reportedly participated in some form of personal care, wellness paradigms/health management, and/or health-promoting activities; 1.8% ($n = 3$) did not participate in some form of personal care. Nearly all participants (97.6%, $n = 161$) experienced some form of stress while teaching in the UAE; 2.4% ($n = 4$) did not experience some form of stress. Likewise, most EMTs (74.5%, $n = 123$) reportedly experienced some form of burnout while teaching in the UAE; 24.2% ($n = 40$) did not experience some form of burnout.

Table 1

Participation in ISIWPs, *Experience with Stress or Burnout (n = 165)*

		n	%
Have you taught for 5 years or less, specifically in the UAE?	No	0	0.0
	Yes	165	100.0
	Total	165	100.0
Do you participate in any forms of personal self-care, wellness paradigms/health management, and/or health-promoting activities?	No	3	1.8
	Yes	162	98.2
	Total	165	100.0
Have you experienced any form of stress while teaching in the UAE?	No	4	2.4
	Yes	161	97.6
	Total	165	100.0
Have you experienced any form of burnout while teaching in the UAE?	No	40	24.2
	Yes	123	74.5
	Total	163	100.0

Descriptive Statistics

The descriptive statistics are shown in Table 2. The scores were computed for the variables of interest. The participants responded to the HPLP-II scale options with 1 = *never*, 2 = *sometimes*, 3 = *often*, or 4 = *routinely* (Walker et al., 1987; Walker et al., 1988). The score of each subscale was calculated by computing the participants' mean responses to each subscale (Downey & King, 1998; Freitag et al., 2019; Little, 1988; Little & Rubin, 1987; Roth et al., 1999). For physical activity, scores ranged from 1.00 to 4.00 ($M = 2.32$, $SD = 0.66$). The mean of 2.32 corresponds to the frequency of *sometimes* when rounded to the nearest whole number. Therefore, teachers sometimes engaged in physical activity. For nutrition, scores ranged from 1.33 to 3.78 ($M = 2.42$, $SD = 0.49$). The mean of 2.42 corresponds to the frequency of *sometimes* when rounded to the nearest whole number. Therefore, teachers sometimes eat nutritiously. For spiritual growth, scores ranged from 1.78 to 4.00 ($M = 3.02$, $SD = 0.55$). The mean of 3.02 corresponds to

the frequency of *often* when rounded to the nearest whole number. Therefore, EMTs often engaged in spiritual growth. For interpersonal relations, scores ranged from 1.22 to 4.00 ($M = 3.01$, $SD = 0.51$). The mean of 3.01 corresponds to the frequency of *often* when rounded to the nearest whole number. Therefore, EMTs often engaged in interpersonal relations. For stress management, scores ranged from 1.38 to 3.75 ($M = 2.51$, $SD = 0.54$). The mean of 2.51 corresponds to the frequency of *often* when rounded to the nearest whole number. Therefore, EMTs often engaged in stress management. For healthcare awareness/responsibility, scores ranged from 1.00 to 3.78 ($M = 2.18$, $SD = 0.55$). The mean of 2.18 corresponds to the frequency of *sometimes* when rounded to the nearest whole number. Therefore, EMTs are sometimes engaged in healthcare awareness/responsibility.

The scores for turnover intention, as measured by the TIS, were reverse-scored, and the total score was obtained by computing the sum. The TIS is a nine-item, five-point Likert scale. The rating scale of the responses is 1 = *Strongly agree*, 2 = *Agree*, 3 = *Neutral*, 4 = *Disagree*, and 5 = *Strongly disagree.* Reverse-scoring the items meant that 1 = *Strongly disagree*, 2 = *Disagree*, 3 = *Neutral*, 4 = *Agree*, and 5 = *Strongly Agree.* The questionnaire includes examples of items such as: (a) I think a lot about leaving the organization. (b) I am actively searching for an alternative to the organization. (c) As soon as it is possible, I will leave the organization. Thus, a higher score means a stronger intent to leave. The total score can range from 9 to 45. For the sample, scores ranged from 9 to 45 ($M = 31.24$, $SD = 10.56$). To interpret the scores, the mean score of 31.24 was divided by 9, which is the number of items on the TIS. The result was 3.47, which

corresponds to a neutral degree of intent to leave when rounded to the nearest whole number.

Teacher burnout was measured by the MBI-ES, which is a 22-item scale that includes the design of a seven-point Likert scale with responses of 0 = *Never*, 1 = *A few times a year or less*, 2 = *Once a month or less*, 3 = *A few times a month*, 4 = *Once a week*, 5 = *A few times a week*, and 6 = *Every day.* The elements are emotional exhaustion, depersonalization (reverberation to other people), and personal accomplishment (individuals' acknowledgement to self; Maslach, 1998; Maslach, Schaufeli, & Leiter, 2001). Higher scores indicate higher degrees of burnout. Personal accomplishment was reverse scored, so higher scores on that subscale also indicated higher degrees of burnout. For this subscale 6 = *Never*, 5 = *A few times a year or less*, 4 = *Once a month or less*, 3 = *A few times a month*, 2 = *Once a week*, 1 = *A few times a week*, and 0 = *Every day.* The scores were computed by calculating the mean responses for each subscale (Downey & King, 1998; Freitag et al., 2019; Little, 1988; Little & Rubin, 1987; Roth et al., 1999). Of the three subscales, EMTs scored the highest on emotional exhaustion. For this subscale, scores ranged from 0 to 5.89 (M = 3.39, SD = 1.54). A mean of 3.39 indicated that EMTs experienced emotional exhaustion a few times a month on the average. Scores for depersonalization ranged from 0 to 5.80 (M = 2.00, SD = 1.47). A mean of 2.00 indicated that EMTs experienced depersonalization once a month or less. Scores for personal accomplishment ranged from 0 to 5.00 (M = 1.97, SD = 1.12). A mean of 1.97 indicated that EMTs experienced personal accomplishment once a week.

Teacher stress was measured by the TSI, which is a 49-item, five-point Likert scale used to measure occupational stress levels. The questions in the scale included inquiries of "how strong" the participants' feelings were during teaching. The participants responded to the survey questions using the following scale: 1 = *No strength; Not noticeable*, 2 = *Mild strength; Barely noticeable*, 3 = *Medium strength; Moderately noticeable*, 4 = *Great strength; Very noticeable*, and 5 = *Major strength; Extremely noticeable*. Scores for teacher stress were computed by calculating the mean responses to the subscales for a total score (Downey & King, 1998; Freitag et al., 2019; Little, 1988; Little & Rubin, 1987; Roth et al., 1999). Scores for teacher stress ranged from 1.31 to 4.30 (M = 2.82, SD = 10.56). With a mean of 2.82, this indicates that EMTs' stress was of medium strength and moderately noticeable on average.

Table 2

Descriptive Statistics (n = 165)

Variable	Minimum	Maximum	M	SD
Physical activity	1.00	4.00	2.32	0.66
Nutrition	1.33	3.78	2.42	0.49
Spiritual growth	1.78	4.00	3.02	0.55
Interpersonal relations	1.22	4.00	3.01	0.51
Stress management	1.38	3.75	2.51	0.54
Healthcare awareness/responsibility	1.00	3.78	2.18	0.55
Turnover intention	9.00	45.00	31.24	10.56
Emotional exhaustion	0.00	5.89	3.39	1.54
Depersonalization	0.00	5.80	2.00	1.47
Personal accomplishment	0.00	5.00	1.97	1.12
Teacher stress level	1.31	4.30	2.82	0.69

Reliability of Instruments for Sample

The reliability coefficients are presented in Table 3. The reliability of the instruments for the sample was tested with Cronbach's alpha. For the ISIWP subscales, the reliability ranged from acceptable (α = .71) for nutrition to good (α = .84) for physical activity and spiritual growth. For turnover intention, the reliability was excellent (α = .95). For the MBI-ES subscales, the reliability ranged from acceptable (α = .76) for depersonalization to excellent (α = .92) for emotional exhaustion. For teacher stress level, the reliability was also excellent (α = .95). The interpretation of the reliability coefficients was based on generally accepted criteria (DeVellis, 2012). Each of the facets within this study had a Cronbach alpha above .60, which indicated high levels of internal reliability (Allen, 2017).

Table 3

Reliability Coefficients

Variable	N of Items	Cronbach's alpha	Interpretation
Physical activity	8	.84	Good
Nutrition	9	.71	Acceptable
Spiritual growth	9	.84	Good
Interpersonal relations	9	.81	Good
Stress management	8	.79	Acceptable
Healthcare awareness/responsibility	9	.80	Good
Turnover intention	9	.95	Excellent
Emotional exhaustion	9	.92	Excellent
Depersonalization	5	.76	Acceptable
Personal accomplishment	8	.80	Good
Teacher stress level	49	.95	Excellent

Evaluation of Statistical Assumptions

To use multiple linear regression as an analysis in this study, the assumptions must be tested and taken into consideration (Allen, 2017). The assumption that the predictor variables and outcome variable were continuous variables was met. To inspect the variables for autocorrelation, independence of observations, and multicollinearity, a Durbin-Watson test was conducted. The score of the Durbin-Watson test was 2.2, so the data met these assumptions. According to Field (2013), a score within the 1.5 to 2.5 range is considered acceptable. The assumption of multicollinearity was also met through reviewing the correlation coefficients and tolerance/VIF values. None of the variables had correlations higher than 0.7. All tolerance levels were higher than 0.1 and none of the VIF values were larger than 10. A visual inspection of the histogram with a normal curve and the P-P plot with the points aligned was used to verify that the assumption for the residual errors was met. Homoscedasticity and the linearity assumption were met through an inspection of the studentized residuals versus unstandardized predicted values scatterplot and through the residuals on the partial plots.

The data were screened for normality with skewness and kurtosis statistics and visual inspection of the histograms (Salkind, 2010). In SPSS, distributions are normal when the absolute values of their skewness and kurtosis coefficients are less than two times their standard errors (George & Mallery, 2010). The assumptions of normality were met through the skewness (< 1) and kurtosis (< 2) for sample sizes of 100 or more cases, which is aligned in this current study which includes $n = 165$ (Tabachnick & Fidell,

2007). Each of the variables are continuous and exhibited normal distribution, according to the histograms. Skewness and kurtosis coefficients are displayed in Table 4.

Table 4

Skewness and Kurtosis Coefficients

Variable	Skewness statistic	Std. error	Kurtosis statistic	Std. error
Physical activity	.384	.189	–.392	.376
Nutrition	.186	.189	–.269	.376
Spiritual growth	–.131	.189	–.819	.376
Interpersonal relations	–.246	.189	–.201	.376
Stress management	.451	.189	–.429	.376
Healthcare awareness/responsibility	.160	.189	–.372	.376
Turnover intention	–.507	.189	–.720	.376
Emotional exhaustion	–.428	.189	–.709	.376
Depersonalization	.514	.189	–.588	.376
Personal accomplishment	.380	.189	–.671	.376
Teacher stress level	–.142	.189	–.656	.376

Next, the distributions were examined visually with histograms and box and whisker plots. The data were further examined for the presence of statistical outliers with box and whisker plots. Statistical outliers are indicated when they fall outside the whiskers on the box and whisker plots (Warner, 2013). Mathematically, a statistical outlier is indicated when it falls below the value obtained when multiplying the interquartile range by 1.5 from the first quartile or when it exceeds the value determined by adding 1.5 x the interquartile range to the third quartile (McCune, 2009; Sarmento & Costa, 2019). Based on the histograms for the variables, there did not appear to be any statistical outliers (Cleff, 2019). This was confirmed by the box and whisker plots.

Results

Research Question 1/Hypotheses 1

RQ1: Do any of the components of the ISIWPs predict EMTs' intent to leave the teaching profession?

$H_0$1: None of the components of the ISIWPs, as measured by the Health Promoting Lifestyle Profile (HPLP-II), predicts EMTs' intent to leave the teaching profession as measured by the turnover intention scale (TIS).

$H_1$1: At least one of the components of the ISIWPs, as measured by the HPLP-II, predicts EMTs' intent to leave the teaching profession as measured by the TIS.

In accordance with the HPLP-II standards, the six components of the ISIWPs (physical activity, nutrition, spiritual growth, interpersonal relations, stress management, and health care awareness/responsibility; Walker et al., 1987) were analyzed in RQ1. The RQ1/H1 was quantitatively analyzed. The six components of the ISIWPs were the PVs. The OV was intent to leave. Prior to the analyses, the assumptions of multiple linear regression were assessed using SPSS 25. Multiple linear regression assumes that the residuals are normally distributed (Vogt, 2011). A residual is the difference between the observed and the model-predicted values of the outcome variable (Vogt, 2011). Standardized residuals that exceeded ±3 were candidates for exclusion. Standardized residuals ranged from -2.22 to 1.97 and were therefore within normal limits. The normality of the standardized residuals was further assessed with a Normal P-P Plot of Regression Standardized Residuals.

Multiple linear regression assumes that the variance of the error terms is constant across all levels of the predictor variables (Vogt, 2011). In other words, the regression residuals should be approximately evenly spread around the horizontal line. Next, the predictor variables were assessed for multicollinearity with the variance inflation factor (VIF). The VIF values above 10 indicate serious concerns with collinearity. The VIF values greater than 5 are highly correlated. The VIF values for the predictor variables ranged from 1.50 to 2.32 and were therefore no cause for concern. The VIFs for RQ1 are displayed in Table 5.

Table 5

Variance Inflation Factors for RQ1

Variable	VIF
Physical activity	1.50
Nutrition	1.53
Spiritual growth	2.32
Interpersonal relations	1.88
Stress management	1.96
Healthcare awareness/responsibility	1.61

The overall regression model was not statistically significant: $F(6, 158) = 2.07$, $p = .060$; Adjusted $R^2 = .07$. An examination of the univariate statistics revealed one significant relationship. Spiritual growth was a significant, negative predictor of intent to leave ($B = -6.80$, $t = -3.01$, $p = .003$), 95% *CI* for *B*: -11.26 to -2.34. The other relationships were not statistically significant. There was no significant relationship between physical activity and intent to leave ($B = 0.24$, $t = 0.16$, $p = .873$); nutrition and intent to leave ($B = 2.84$, $t = 1.40$, $p = .165$); interpersonal relations and intent to leave (*B*

= 4.14, t = 1.90, p = 0.59); stress management and intent to leave (B = -0.53, t = -0.25, p = .803); or healthcare awareness/responsibility and intent to leave (B = 0.05, t = 0.03, p = .977). In a research study, statistical significance determines the prospects of the findings of a sample size and distinguishes that the sample from the population that the null hypothesis failed to be rejected (Cohen, 1994; Thompson, 1996). The regression coefficients for RQ1 are presented in Table 6.

Table 6

Regression Coefficients for RQ1

	Unstandardized coefficients		Standardized coefficients			95.0% Confidence interval for B	
Model	B	Std. error	β	*t*	*p*	Lower bound	Upper bound
(Constant)	33.10	5.77		5.73	.000	21.70	44.50
Physical activity	0.24	1.50	.015	0.16	.873	–2.72	3.20
Nutrition	2.84	2.04	.132	1.40	.165	–1.18	6.87
Spiritual growth	–6.80	2.26	–.351	–3.01	.003	–11.26	–2.34
Interpersonal relations	4.14	2.18	.200	1.90	.059	–0.17	8.44
Stress management	–0.53	2.11	–.027	–0.25	.803	–4.69	3.64
Healthcare awareness/responsibility	0.05	1.86	.003	0.03	.977	–3.63	3.74

Note: F = 2.07, R = .27, R^2 = .07, Adjusted R^2 = .04, N = 165. Outcome variable = Turnover Intention.

It was indicated in the null hypothesis ($H_0$1) that none of the components of the ISIWPs, as measured by the HPLP-II, predict EMTs' intent to leave the teaching profession as measured by the TIS. One of the components of the ISIWPs, spiritual growth, was a significant, negative predictor of intent to leave the teaching profession (B = -6.80, t = –3.01, p = .003). Therefore, the null hypothesis was rejected.

Research Question 2/Hypotheses 2

RQ2: Do EMTs' burnout levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

$H_0$2: The EMTs' burnout levels, as measured by the MBI-ES score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

$H_1$2: The EMTs' burnout levels, as measured by the MBI-ES score, moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

In accordance with the MBI-ES standards, the three components of burnout (emotional exhaustion, depersonalization, and personal accomplishment; Maslach, 1998; Maslach et al., 2001) were analyzed in RQ2. The RQ2/H2 was quantitatively analyzed. The three components of the burnout were the MVs. The OV was intent to leave. The RQ2/H2 was investigated with moderated multiple regression. Spiritual growth, the significant predictor of RQ1 and the burnout levels (emotional exhaustion, depersonalization, and personal accomplishment; MVs) were entered into the model in Step 1.

In Step 2 of the model, the interaction terms were entered. The residuals were analyzed. Standardized residuals ranged from –3.10 to 1.96. Two cases, which exceeded ±3, were excluded from the analysis. The remaining residuals ranged from –2.32 to 2.19 and were subsequently within normal limits. The normally distributed residuals were further substantiated with the Normal P-P Plot. The residuals had the same spread across

all levels of the predictor variables. A scatterplot of standardized residuals by standardized predicted values supports this observation.

In Step 1 of the regression model, VIFs ranged from 1.22 to 1.75. In Step 2 of the model, the VIFs ranged from 1.20 to 1.76. These ranges were acceptable and did not indicate a problem with collinearity. The VIFs for RQ2 are presented in Table 7.

Table 7

Variance Inflation Factors for RQ2

Model	Variable	VIF
1	(Constant)	
	Spiritual growth	1.24
	Emotional exhaustion	1.75
	Depersonalization	1.67
	Personal accomplishment	1.22
2	(Constant)	
	Spiritual growth	1.24
	Emotional exhaustion	1.76
	Depersonalization	1.68
	Personal accomplishment	1.23
	Spiritual growth X Emotional exhaustion	1.63
	Spiritual growth X Depersonalization	1.77
	Spiritual growth X Personal accomplishment	1.20

There was no significant F-change from Step 1 to Step 2, $F(3, 155) = 0.36$, $\Delta R^2 = .01$, $p = .784$. The findings of RQ1 demonstrated that spiritual growth was the only significant predictor. The results of RQ2 did not show burnout as significant. Therefore, EMTs' burnout levels did not have a moderating effect on the intent to leave. The regression coefficients for RQ2 are presented in Table 8.

Table 8

Regression Coefficients for RQ2

Model		Unstandardized coefficients		Standardized coefficients			95% Confidence interval for B	
		B	Std. error	β	t	p	Lower bound	Upper bound
1	(Constant)	10.28	4.99		2.06	.041	0.42	20.14
	Spiritual growth	1.52	1.30	0.08	1.17	.244	–1.05	4.09
	Emotional exhaustion	3.51	0.55	0.52	6.35	.000	2.42	4.60
	Depersonalization	0.00	0.58	0.00	.008	.993	–1.14	1.15
	Personal accomplishment	2.45	0.63	0.27	3.88	.000	1.20	3.69
2	(Constant)	10.73	5.07		2.12	.036	0.73	20.74
	Spiritual growth	1.48	1.31	0.08	1.13	.262	–1.12	4.07
	Emotional exhaustion	3.48	0.56	0.52	6.24	.000	2.38	4.58
	Depersonalization	0.05	0.58	0.01	0.08	.935	–1.10	1.20
	Personal accomplishment	2.42	0.64	0.26	3.80	.000	1.16	3.68
	Spiritual growth X Emotional exhaustion	0.44	0.86	0.04	0.51	.609	–1.26	2.14
	Spiritual growth X Depersonalization	–0.27	0.88	–0.03	–0.31	.760	–2.01	1.47
	Spiritual growth X Personal accomplishment	.050	0.63	0.05	0.80	.427	–0.75	1.76

Note. $N = 163$. For Step 1: $R^2 = .39$, $F = 25.52$, $p < .001$. For Step 2: $R^2 = .40$, $\Delta R^2 = .01$, $\Delta F = 0.36$, $p = .784$. Spiritual growth, emotional exhaustion, depersonalization, and personal accomplishment were standardized for the interactions in Step 2. Outcome variable = Turnover Intention.

It was indicated in the null hypothesis ($H_0 2$) that EMTs' burnout levels, as measured by the MBI-ES score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II and intent to leave, as measured by the TIS total score. There was no significant F-change from Step 1 to Step 2, $F(3, 155) = 0.36$, $\Delta R^2 = .01$, $p =$

.784. Therefore, EMTs' burnout levels did not have a moderating effect on the intent to leave. The null hypothesis was not rejected. It should be noted, however, that there was a significant, positive relationship between emotional exhaustion and intent to leave (B = 3.48, t = 6.24, p = .000); 95% CI for B: 2.38 to 4.58. There was also a significant, positive relationship between personal accomplishment and intent to leave (B = 2.42, t = 3.80, p = .000); 95% CI for B: 1.16 to 3.68. As an EMT's level of emotional exhaustion and personal accomplishments increased, the level of turnover intention increased.

Research Question 3/Hypotheses 3

RQ3: Do EMTs' stress levels have a moderating effect on the significant predictors of using the ISIWPs on the intent to leave?

$H_0$3: The EMTs' stress levels, as measured by the Teacher Stress Inventory (TSI) total score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

$H_1$3: The EMTs' stress levels, as measured by the TSI total score, moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

The RQ3/H3 was investigated with moderated multiple regression. Spiritual growth, the significant predictor of RQ1, and teacher stress were entered in Step 1 of the model. In Step 2 of the model, the interaction term (spiritual growth X teacher stress) was entered. The residuals were analyzed. Standardized residuals ranged from –3.07 to 1.73. One case, which exceeded ±3, was excluded from the analysis. The remaining residuals

ranged from –2.86 to 1.81 and were subsequently within normal limits. The normally distributed residuals are further substantiated with the Normal P-P Plot. The residuals had a continual spread and did not show a pattern across all levels of the predictor variables. A scatterplot of standardized residuals by standardized predicted values supports this observation. In Step 1 of the regression model, the VIF was 1.21. In Step 2 of the model, the VIFs ranged from 1.00 to 1.21. These ranges were acceptable and did not indicate a problem with collinearity. Variance inflation factors for RQ3 are presented in Table 9.

Table 9

Variance Inflation Factors for RQ3

Model	Variable	VIF
1	(Constant)	
	Spiritual growth	1.21
	Teacher stress level	1.21
2	(Constant)	
	Spiritual growth	1.21
	Teacher stress level	1.21
	Spiritual growth X Teacher stress	1.00

There was no significant F-change from Step 1 to Step 2, $F(1, 160) = 0.22$, $\Delta R^2 = .001$, $p = .638$. Therefore, EMTs' stress levels did not have a moderating effect on the significant predictors of use of ISIWPs on the intent to leave. The regression coefficients are presented in Table 10.

Table 10

Regression Coefficients for RQ3

Model		Unstandardized coefficients		Standardized coefficients			95.0% Confidence interval for B	
		B	Std. error	β	t	p	Lower bound	Upper bound
1	(Constant)	10.83	6.52		1.66	.099	–2.04	23.71
	Spiritual growth	0.12	1.46	0.01	0.08	.934	–2.76	3.00
	Teacher stress level	7.16	1.16	0.47	6.19	.000	4.88	9.45
2	(Constant)	11.17	6.58		1.70	.091	–1.81	24.16
	Spiritual growth	0.08	1.47	0.00	0.05	.958	–2.82	2.97
	Teacher stress level	7.14	1.16	0.47	6.16	.000	4.85	9.43
	Spiritual growth X Teacher stress level	0.350	0.73	0.03	0.47	.638	–1.10	1.79

Note. $N = 164$. For Step 1: $R^2 = .222$, $F = 22.93$, $p < .001$. For Step 2: $R^2 = .223$, $\Delta R^2 = .001$, $\Delta F = 0.22$, $p = .638$. Spiritual growth and teacher stress were standardized for the interactions in Step 2. Outcome variable = Turnover Intention.

It was indicated in the null hypothesis ($H_0 3$) that EMTs' stress levels, as measured by the TSI total score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score. There was no significant F-change from Step 1 to Step 2, $F(1, 160) = 0.22$, $\Delta R^2 = .001$, $p = .638$. Therefore, EMTs' stress levels did not have a moderating effect on the significant predictors of use of ISIWPs on the intent to leave. The null hypothesis was not rejected. It should be noted, however, that there was a significant, positive relationship between

teacher stress and turnover intention ($B = 7.14$, $t = 6.16$, $p < .001$); 95% CI for B: 4.85 to 9.43.

Summary

The RQ1 and the related hypotheses were tested with multiple linear regression. It was determined that spiritual growth was a significant, negative predictor of intent to leave. The findings indicated that the other five subscales of ISIWPs did not predict EMTs' intent to leave. There was no significant relationship between physical activity, nutrition, interpersonal relations, stress management, and healthcare awareness/responsibility and intent to leave.

The RQ2, RQ3, and the related hypotheses were tested with moderated multiple regression. Through the analyses of RQ2, it was discovered that EMTs' burnout levels did not have a moderating effect on the intent to leave. Through the examination of RQ3, evidence provided that EMTs' stress levels did not have a moderating effect on the intent to leave. The hypotheses and outcomes are displayed in Table 11.

Table 11

Summary of Hypotheses and Outcomes

Hypothesis	Significance	Outcome
$H_1$1: At least one of the components of the ISIWPs, as measured by the HPLP-II, predicts EMTs' intent to leave the teaching profession as measured by the TIS.	p = .003	Spiritual growth was significant. Null rejected.
$H_0$2: The EMTs' burnout levels, as measured by the MBI-ES score, do not moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.	p = .784	Null not rejected.
$H_0$3: The EMTs' stress levels, as measured by the Teacher Stress Inventory (TSI) total score, do not	p = .638	Null not rejected.

moderate the relationship between their use of ISIWPs as measured by HPLP-II scores and intent to leave, as measured by the TIS total score.

In Chapter 5, details of the significance of this study and input regarding distinguishing the topics of this study are provided. The specific findings, limitations, recommendations for future research, and implications will be discussed. Theoretical context in relation to the findings of this study, potential positive social changes, and further recommendations will conclude this study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this quantitative study was to test the Maslach theory of job burnout (Maslach, 1998) on the burnout levels of EMTs at schools in the UAE. Another intention was to determine if stress and burnout moderated the relationship between intent to leave the teaching profession and the use of ISIWPs. In this research study, I examined the relationship between EMTs using ISIWPs and the occurrences of stress, burnout, and intentions to leave the teaching profession. In Chapter 5, the literature, limitations, recommendations, and implications will be discussed.

A need exists to identify stress early in teaching careers, as this may be valuable in evaluating teacher retention and precursors of intent to leave (Aspfors & Fransson, 2015; Glazer, 2018; Jadoo et al., 2015; Ryan et al., 2017). Stress and extensive workloads often cause beginning teachers—those with 1 to 5 years of teaching experience—to leave the teaching profession within their first years (Ryan et al., 2017; Skaalvik & Skaalvik, 2017). Teacher stress and burnout have contributed to the current teacher shortage (Atiyat, 2017; Carson, 2013; Dicke et al., 2014; Zargar et al., 2014). Gaps in the literature pertaining to EMTs' experiences with wellness programs, stress, burnout, and intent to leave were filled through the current study. Data were collected through four Likert-type scale surveys that were distributed to EMTs at schools in the UAE.

A multiple linear regression analysis was used to gather evidence to determine if a statistically significant relationship existed between the following components of the wellness paradigm—(a) physical activity, (b) nutrition, (c) spiritual growth, (d)

interpersonal relations, (e) stress management, and (f) health care awareness/responsibility—(PVs) and the intent to leave (OV). I used SPSS Version 25 to perform a moderated multiple regression analysis to determine if EMTs' burnout levels (MV) and stress levels (MV) had a moderating effect on the significant predictors of wellness on the intent to leave (Nadirova & Burger, 2015; Wolfle, 1980). One of the components of the ISIWPs, spiritual growth, was a significant, negative predictor of intent to leave the teaching profession among EMTs. Results of the current study also revealed that EMTs' burnout levels and stress levels did not significantly moderate the relationship between spiritual growth and intent to leave. There was a significant, positive relationship between emotional exhaustion and turnover intention. There was also a significant, positive relationship between personal accomplishment and turnover intention, as well as a significant, positive relationship between teacher stress and turnover intention. Chapter 5 includes a discussion of the dissertation, summary and interpretation of the key findings, limitations of the study, recommendations for future research, implications for positive social change, and a conclusion.

Interpretation of the Findings

The following section includes a summary of the results according to each research question. Three research questions were analyzed in this study. Extended knowledge in the field is compared to the current research findings.

Research Question 1

I used a multiple linear regression analysis to correlate the data collected from 165 participants. The predictive relationship, in which a correlation analysis was

conducted, revealed findings for RQ1. I investigated the relationship between EMTs who used the predictive variables (ISIWPs) and the outcome variable (EMTs' intentions to leave the teaching profession). Through the multiple linear regression analysis, I determined that spiritual growth significantly predicted EMTs' intent to leave the teaching profession. The other five subscales—(a) physical activity, (b) nutrition, (c) interpersonal relations, (d) stress management, and (e) health care awareness/responsibility—were not statistically significant. The purpose of this study was to infer if ISIWPs promote EMTs' well-being and predict the intent to leave the teaching profession (Tucker et al., 2011; Walker et al., 1987; Walker et al., 1995). Results indicated that spiritual growth promoted EMTs' well-being and was negatively related to the intent to leave the teaching profession.

Because spiritual growth was the only subscale out of the six that I found to be significant, this expands on the necessity of further research on EMTs with 5 years or less teaching experience to participate in some form of health and wellness. Further research can be conducted to discover why the results of the present study—spiritual growth significantly predicting EMTs' intent to leave the teaching profession—contradict other findings in the literature. Supplementary research can also be conducted to analyze the spiritual growth of EMTs. It also confirms the need for EMTs to become independently attentive to their stressors, causes, and coping mechanisms to alleviate stressors (Tountas, 2009). Tountas (2009) reported that individuals' capacity to care for their health and well-being and to maintain healthy choices is critical for success. In alignment with Tountas' study and the extant study, additional research could include an examination on

EMTs' focus on their individualized attentiveness to stress and burnout and using spiritual growth to alleviate these symptoms. The participants' status as expatriate teachers in the UAE who are working and living outside their home countries may contribute to spiritual growth being the only significant predictor discovered. As the EMTs have moved away from their home countries and away from friends and family, they have adjusted to new cultures and surroundings in the UAE and learned new laws, regulations, and teaching practices; they have exposed themselves to new experiences and challenges. Perhaps the EMTs found a connection with a greater force than themselves and toiled toward future goals (Walker et al., 1987).

The EMTs who travel to the UAE and other international teaching opportunities face religious, linguistic, cultural, and political differences from their home countries complemented by the usual issues of lack of respect, student misbehavior, constant changes, and massive work responsibilities (Collins, 2011). Massive work responsibilities of EMTs included using new teaching methods of the New School model to teach and assess subjects in the English language to non-English-speaking students. Responsibilities also included maintaining classroom control, responding to spontaneous demands, completing work without any advance notices, and maintaining open communication with the parents and families of students. The EMTs were also expected to learn new teaching practices implemented in the UAE. The selection of the ISIWP, spiritual growth, may have been due to various personal reasons, such as being thousands of miles away from family and friends and learning a new living and working environment. The items in the spiritual growth subscale allude to personal changes that

the EMTs may have experienced and actions they took to deal with the changes in their personal and professional life. The predictor variable of spiritual growth, shown as significant in this current study, is in alignment with Zhao's (2016) finding that teachers who experienced stress and burnout had better results with elevated levels of spirituality. Perhaps, spiritual growth reflected the EMTs' resiliency and recognition to independently care for themselves while living and working in the UAE. The psychological adjustment and resilience of EMTs who moved to the UAE; were beginning teachers who worked in a foreign country, exposed themselves to new and different experiences and challenges, worked toward long-term goals in their lives, were aware of what was important in their lives, looked forward to their future, and felt that they were growing and changing in positive ways, determined their statistical significance of spiritual growth, rather than the other five subscales. These are possible reasons that health responsibility, physical activity, nutrition, interpersonal relations, and stress management were not chosen as predictors of intent to leave by the EMTs in this study. During the time that the EMTs lived and worked abroad, it is possible that health responsibility, physical activity, nutrition, interpersonal relations, and stress management were of minor importance to them.

The purpose of ISIWPs is to promote teachers' well-being, alleviate stress, reduce burnout, and prevent intent to leave the teaching profession (Tucker et al., 2011; Walker et al., 1987; Walker et al., 1995). The results of the current study confirmed the evidence presented in the extant literature that an independent coping mechanism, such as spiritual growth, was used to alleviate stress and burnout. In a study of teachers, Paquette and Rieg

(2016) indicated that the participants who used coping mechanisms, such as ISIWPs, alleviated their stress through these means. Similarly, Antoniou et al. (2013) and Betoret and Artiga (2010) reported a positive correlation among teachers' stress levels, burnout levels, and coping strategies. Contrarily, Antoniou et al. (2013); Betoret and Artiga (2010); and Paquette and Rieg (2016) did not conclude that spiritual growth was an indicator to reduce stress or means to prevent teachers from leaving the teaching profession. Five subscales were not statistically significant. The five HPLP-II subscales were health responsibility, physical activity, nutrition, interpersonal relations, and stress management. Perhaps, being expatriates, working as beginning teachers, and living in the UAE, the five subscales of the HPLP-II may not have been prioritized as much as spiritual growth. It is also possible the EMTs' resilience in their decisions to move abroad was a more powerful coping mechanism than health responsibility, physical activity, nutrition, interpersonal relations, and stress management as predictors to their intentions to leave the teaching profession. Researchers have found that resiliency is related to stress reduction (Tait, 2008) and burnout of teachers (Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016; Paquette & Rieg, 2016). Their resiliency also could have been a defense mechanism and a coping strategy from taking a possible risk of moving abroad to unknown territories and a new career move (Mansfield et al., 2016; Paquette & Rieg, 2016). The EMTs' resiliency may have indicated their ability to recognize the necessity to independently care for themselves. It may be beneficial to address the relationship between resiliency and intent to leave in future research.

The EMTs of the extant study did not choose physical activity, interpersonal relations, and stress management as coping mechanisms as did the participants in the study conducted by Paquette and Rieg (2016). This calls for further research to explore possible reasons the other five subscales that were not found to be significant. Based on the disconfirmations of the current research findings in relation to the results of the studies of Paquette and Rieg (2016), Antoniou et al. (2013), and Betoret and Artiga (2010), additional research should be conducted on teachers using spiritual growth as a coping mechanism for stress and burnout. Current knowledge should be extended by examining EMTs' relationship between each of the remaining five subscales of the HPLP-II (physical activity, nutrition, interpersonal relations, stress management, & health care awareness/responsibility; Walker et al., 1987) and the intent to leave. Another reason disconfirmations were discovered in this study in relation to the literature may be that research on EMTs in the UAE assessed through the HPLP-II (Walker et al., 1987) and the TIS (Cohen) is nonexistent. Both instruments have been supported through peer-reviewed literature to be reliable and valid. Data were also obtained qualitatively in the Paquette and Rieg (2016) study. Antoniou et al. (2013) used the Stress Coping Strategies scale (Cooper, Sloan, & Williams, 1988). The Coping Strategies scale (Endler & Parker, 1990; Folkman & Lazarus, 1980, 1985) was used in the study conducted by Betoret and Artiga (2010). A different type of research method and different survey instruments may be an additional reason for the disconfirmations.

Research Question 2

A moderated multiple regression analysis was used for RQ2 to determine if EMTs' burnout levels had a moderating effect on the significant predictors of using the ISIWPs on the intent to leave. Three separate models were run for each component of the MBI-ES: emotional exhaustion, depersonalization, and decreased personal accomplishment and spiritual growth. Through the moderated analysis, it was determined that EMTs' burnout levels did not have a moderating effect on the intent to leave. The results of the analysis indicated there was a significant, positive relationship between emotional exhaustion and intent to leave and a significant, positive relationship between decreased personal accomplishment and intent to leave. A majority of the EMTs in the present study (74.5%) reportedly experienced some form of burnout while teaching in the UAE.

Staff/teacher burnout is the merger of emotional exhaustion, depersonalization, and reduced personal accomplishment as an aftereffect of continuous stress from the work environment (Kyriacou, 1987; Maslach & Jackson, 1981b; O'Brennan et al., 2017; Pas et al., 2010). The personal accomplishment scale evaluates the outlook of one's capabilities and achievements (Bakker & Costa, 2014; Curry & O'Brien, 2012; Maslach & Jackson, 1981a; Maslach, Jackson, & Leiter, 1996). Javadi (2014) determined that decreased personal accomplishment and emotional exhaustion predicted English as a foreign language teachers' self-determination within their teaching profession. This indicated that the participants of Javadi's (2014) study, as a result of experiencing decreased personal accomplishment and emotional exhaustion, also experienced burnout.

The teachers in a study conducted by Aloe et al. (2014) who experienced burnout and incapability to make authoritative decisions in relation to their work were more unsatisfied and more prone to leave (Aloe et al., 2014). The results of the findings in the current study are comparable to studies conducted by Antoniou et al. (2013), Dicke et al. (2014), and Klusmann et al. (2012) in which the participants, beginning teachers, exhibited high levels of emotional exhaustion.

Dicke et al. (2014) revealed that teachers with seniority showed high levels of emotional exhaustion. According to Maslach et al. (1986) and Maslach et al. (1996), emotional exhaustion is a significant, positive factor in calculating teachers' discontent with their teaching career. Contrary to the findings of the present study in which EMTs' burnout levels did not have a moderating effect on the intent to leave, evidence has shown that teachers who reveal more independent incentives to prevent teacher burnout exhibited decreased burnout in a study conducted by Fernet et al. (2008). In the extant study, the burnout levels of EMTs did not have a moderating effect on the intent to leave. These variances are possibly due to the study conducted by Fernet et al. (2008) was initiated through a pilot study of 42 teachers, followed by the main study of 609 teachers, conducted in Canada, and burnout was not a moderating variable. According to Langher et al. (2017), correlation analysis revealed that teachers' personal accomplishment was not impinged upon. The teachers did experience depersonalization and emotional exhaustion. Williams and Dikes (2015) reported that teachers with 1-4 years of teaching experience scored low levels of depersonalization, whereas the teachers with 5-10 years of experience scored high levels of depersonalization. This study is comparable to the

extant study in which EMTs did not demonstrate a significant, positive relationship between depersonalization and turnover intention. The depersonalization scale of the MBI-ES evaluates distant reaction to one's work (Maslach & Jackson, 1981a; Maslach, Jackson, & Leiter, 1996).

Perhaps the participants of this study exuded a lower level of reactions to their work for their own personal or professional reasons. The EMTs, as beginning teachers in the UAE, may have experienced a lower level of reactions due to working and living in a new work environment in a foreign country. The resiliency of the EMTs in this study may have contributed to a lower level of reactions to their work as they lived and worked in the UAE. Resiliency is supported by data to lower the burnout levels of teachers (Mansfield et al., 2016; Paquette & Rieg, 2016). The feelings of insecure attachment, stress, and burnout experienced by EMTs may have also alluded to their lack of depersonalization. This was perhaps due to the EMTs' experiences of burnout, yet, moving to a new living and work environment, they maintained their resilience to follow through with their plans and accomplish their goals (Mansfield et al., 2016; Paquette & Rieg, 2016). Further research is inevitable to determine the reason that EMTs' burnout levels do not moderate their intent to leave.

Research Question 3

To analyze the data for RQ3, a moderated multiple regression analysis was conducted to establish if EMTs' stress levels had a moderating effect on the significant predictors of use of ISIWPs on the intent to leave. Through the moderated analysis, it was determined that EMTs' stress levels did not have a moderating effect on the intent to

leave. Yet there was a significant, positive relationship between teacher stress and turnover intention. In the extant study, 97.6% of the EMTs that completed the TSI scale experienced some form of stress while teaching in the UAE. The findings indicated that 2.4% of EMTs did not experience stress as evaluated through the TSI. Through a multiple linear regression analysis for stress, Kourmousi and Alexopoulos (2016) justified that teachers experienced higher levels of job-related and time-management stressors in a quantitative study. Ryan et al. (2017) and Skaalvik and Skaalvik (2017) conducted comparable studies in which the results indicated that teachers experienced high levels of stress. Both studies indicated that stress was a factor that caused beginning teachers, those with 1 to 5 years of teaching experience, to leave the teaching profession within their first years. In the present study, the vast majority of teachers experienced stress while teaching in the UAE. Another confirmation of teachers experiencing stress and being assessed with the TSI were the Fimian & Fastenau (1990) and Bartholomew et al. (2014) studies in which the examined teachers had an average of 14.56 years of teaching experience. Teachers who experience high levels of stress are more inclined to leave the teaching profession (Ingersoll, 2001).

Contradictorily, Tsai et al. (2018) conferred that stress can be optimistic and encouraging for employees in the workplace, rather than disadvantageous as expressed by Bartholomew et al. (2014). The results of the current study may differ from Tsai et al.'s (2018) study due to the sample being EMTs in the UAE. Tan (2017) completed a quantitative study on university teachers in the Philippines. A multiple regression analysis was completed and the results showed that full-time teachers had more elevated

stress levels than part-time faculty, a significant negative correlation with teacher stress and job satisfaction, and the stress rates of the teachers lessened with older teachers (Tan, 2017). A study was completed by Pandit et al. (2017) at a health science educational institution in Nepal that provided comparable results to Tan's (2017) study. Teachers experienced stress and adverse effects at significant, correlational rates; as the stress levels increased, the satisfaction declined. Pandit et al. (2017); Rahoo, Raza, and Arain (2017); and Tan (2017) verified a negative, significant correlation between coping strategies and stress. The results of these authors' studies are similar to findings of the current study in that the EMTs experienced a significant, positive relationship between teacher stress and turnover intention. Ansley et al. (2016) provided details on the seriousness of stress that teachers experience, strategies to manage the stress, and that stress could affect teachers' performance levels. The results of the Ansley et al. (2016) study indicated that teachers should not experience stress that is derived from health issues.

The contradictory results of the current study, in relation to literature about stress and burnout, may be due to the EMTs' resiliency. Resiliency is supported by data to be a factor in reducing the stress (Tait, 2008) and burnout of teachers (Mansfield et al., 2016; Paquette & Rieg, 2016). The 97.6% of EMTs in the UAE who have experienced stress, yet their stress levels did not have a moderating effect on the intent to leave, may be due to their resiliency. Likewise, 74.5% of EMTs in the UAE experienced burnout, but their burnout levels did not have a moderating effect on the intent to leave. Another reason that supports EMTs' resiliency is they have moved abroad to teach in the UAE; uplifted their

families to live in a new, unfamiliar country; spent an extended amount of money to move and establish themselves in the UAE; and used ample amounts of time as they prepared and established their relocation. Through their resiliency, the EMTs took a risk and endured the stress and burnout. Although the EMT participants in the extant study experienced high levels of stress and burnout, the process of resigning from employment in the UAE is a complex and time-consuming process that may not be feasible. The decision to resign from employment in the UAE is different from resignation processes all over the world. Based on these discoveries, additional research would be beneficial to the field of industrial/organizational (I/O) psychology to explore and examine these contradictions in more depth.

Interpretation of the Findings in Relation to the Theoretical Framework

The study of ISIWPs to alleviate the stress, burnout, and intent to leave the teaching profession for EMTs in the UAE has not been documented and researched prior to the research presented herein. Several studies have recommended that further investigation should be conducted to benefit preservice and beginning teachers about the stress and burnout that they may experience. The EMTs may alleviate stress, burnout, and intent to leave by participating in wellness paradigms (Tucker et al., 2011; Walker et al., 1987; Walker et al., 1995) used in their regular routines to address their health care and well-being (Walker et al., 1987). The HPM theory supported EMTs' performing health-promoting behaviors to alleviate stress and burnout, as the results of this study indicated. Ablah et al. (2015) also highlighted the importance of increasing physical activity and worksite wellness for employees' overall well-being.

The Maslach multidimensional theory of burnout is a theory based on burnout being experiences and perception of stress in social settings and work environments. The three components of the theory are emotional exhaustion, depersonalization, and decreased personal accomplishment (Maslach, 1998; Maslach et al., 2001; Van den Broeck et al., 2008), of which two, emotional exhaustion and decreased personal accomplishment, were experienced by the EMTs in this study. Alkhateeb et al. (2015) supported the burnout theory in research by assessing Islamic education teachers with the Maslach burnout scale. The participants in Alkhateeb's study experienced burnout. The transactional model of stress and coping theory (Lazarus & Folkman, 1984) is a framework for assessing difficulties, risks, hurtful circumstances, and the methods to cope with the forms of stress. Through the current study, it was determined that the teachers' stress levels, as measured by the TSI (Fimian, 1984), did not have a moderating effect on the intent to leave. There was a significant, positive relationship between teacher stress and turnover intention.

Of the EMTs in the extant study, 97.6% experienced some form of stress while teaching in the UAE. As explained by Ansley et al. (2016), stress can have an adverse effect on teachers and could affect teachers' performance levels. In relation to this study, the transactional model of stress and coping theory supported the significant, positive

relationship between teacher stress and turnover intention. Spiritual growth as a means to cope with forms of stress was determined to be a significant, negative predictor of intent to leave in this study. Thus, higher levels of spiritual growth are associated with lower levels of intent to leave teaching in the UAE. Fitchett et al. (2017) supported the

transactional model of stress and coping theory. A contradiction to this theory was found in studies conducted by Bartholomew et al. (2018) and Tsai et al. (2018), whereas the beneficial factors of stress revealed that stress can be optimistic and encouraging for employees in the workplace. In relation to this study, the 97.6% of EMTs who participated in this study who experienced stress may have done so under either harsh or encouraging work environments.

Limitations of the Study

There were limitations in the current study. The quantitative correlational design was a limitation. All the respondents who took the survey did not answer all of the questions, there was potential for biased presentations, and the questions may not have been answered honestly, as there was no way to validate responses, which could have resulted in altered response data (Hayes, 2015; Pelt et al., 2017; Sproull, 2002). Participants may not have answered truthfully due to apprehension of stigmatization in their work environments. To address these limitations, information was provided on the survey start page noting that every answer was important to the research, so truthful and honest answers would be appreciated.

No demographic information was obtained from the participants. During data collection, all participants completed the surveys independently on a voluntary basis without any extrinsic incentives. The generalizability was limited to EMTs who were expatriate teachers employed in schools in the UAE. The participants were EMTs with 5 years or less teaching experience. Another limitation in this current study is the nonprobability sampling/purposive sampling method (Frankfort-Nachmias & Nachmias,

2014). By using this method, the researcher was unable to generalize to the larger population regarding the results of the analyses (Wu, Huang, & Lee, 2014).

Recommendations

There is a need to continue research on EMTs' experiences in the UAE and the relationship of ISIWPs; EMTs' job stress, burnout, and intent to leave the teaching profession; and the use of ISIWPs as coping mechanisms within the initial five years of teaching. While this study has addressed the guiding questions, limitations were found within the study and, as such, it highlights some areas in which future research is needed. A recommendation for future research is to use random sampling. Random sampling is discrete from bias (Emerson, 2015; Wu et al., 2014). Demographic details such as participants' age, gender, marital status, country of origin, current grade level being taught, and total years of teaching experience should be included in future studies to evaluate specific demographics of participants and the relation of the participants to the results of the analyses to be conducted. In the interpretive context of the transactional model of stress and coping theory, future research could be done to determine if the level of stress that teachers experience makes a difference according to the demographic details of the participants. Studies conducted by Kourmousi and Alexopoulos (2016), Bartholomew et al. (2014), Antoniou et al. (2013), and Dagar and Mathur (2016) included the demographic information of participants and their levels of stress and burnout.

An additional recommendation is to examine EMTs' experience with ISIWPs, stress, burnout, and intent to leave in qualitative and mixed-methods studies. Qualitative

and mixed-methods designs would explore specific details of the EMTs' experiences with wellness paradigms, stress, burnout, and additional information of what specifically causes these types of experiences while living in the UAE (Doyle, Brady, & Byrne, 2019; Greene, 2007; Hesse-Biber, 2015). Within a qualitative study, researchers have the potential to explore how participants understand the questions that are asked during data collection and to collect data in greater depth. Researchers will have an opportunity to provide clarification, if needed, to participants, assure the participants understand the research questions being asked of them, and (through the dialogue) participants have the capability to explain their individual experiences of wellness paradigms, discuss the stress and burnout they experience, and discuss their intentions to leave the teaching profession (Berger, 2015; Lichtman, 2014; Maxwell, 2012; Morse, 1994; Patton, 2015). Another recommendation is to conduct further research on EMTs' resiliency and how it may contribute to their unique situation of teaching in a foreign land.

Implications

The overall goal of this research was to study what may contribute to the elevated rates of teacher shortages through the study of the causes of teacher stress and burnout by focusing on EMTs in the UAE. The EMTs are expatriate teachers from various countries all over the world. The results of this study were focused on beginning teachers' well-being to maintain experienced teachers to educate the youth; care for themselves in a mental, emotional, physical, and psychological standpoint; and help them to remain in the teaching profession for longer periods of time (Bernay, 2014; Dunn et al., 2017; Paquette & Rieg, 2016; Salmela-Aro & Upadyaya, 2014). The results of this study provided

insightful evidence of data that affects positive social change for EMTs and teachers on an international basis. The evidence of this study is that the EMTs had a high percentage stress and burnout; 97.6% of EMTs in the UAE experienced stress and 74.5% of EMTs in the UAE experienced burnout. However, the EMTs' stress and burnout levels did not have moderating effects on the intent to leave. Another discovery of this study is that EMTs' use of the ISIWP, spiritual growth, was a significant, negative predictor of intent to leave. The EMTs in this study recognized that they experienced stress and burnout and spiritual growth was an aspect of well-being. The results indicated the use of spiritual growth provided a way to cope with intentions to leave the teaching profession.

The EMTs' recognition of their well-being and coping mechanisms to deal with stress, burnout, and leaving the teaching profession within the initial 5 years impacts positive social changes for educators in the UAE and worldwide. Findings from this current study provide details on the majority of the participants who experienced stress and burnout while teaching in the UAE. The data obtained in this study is pertinent for positive social change for EMTs, teachers on an international level, educational systems, and stakeholders. The evidence of spiritual growth as a significant, negative predictor of intent to leave contributes to positive social change for EMTs on an individual level. The EMTs could use the results of this study to understand that self-awareness of stress and burnout is the first step to learn how to alleviate both conditions and the effect that spiritual growth has on intent to leave the teaching profession. Additionally, administrators, stakeholders, and school district personnel may be encouraged to provide information to EMTs to use spiritual growth as a coping mechanism for teachers to deal

with stress, burnout, and intent to leave. The results of this research contribute to positive social change for EMTs on an organizational level. Positive social changes, as a result of using the ISIWP of spiritual growth, include reducing teachers' stress and burnout levels, improving student success through teachers who experience less stress and remain in the teaching profession, and encouraging school districts to provide coping mechanisms for teachers to deal with stress. Student success is obtained through the stability of teachers remaining in the profession, experiencing less stress, maintaining health, and performing at an optimal level in the work environment adversely (Ansley et al., 2016; Paquette & Rieg, 2016).

The results of this study align with the Maslach multidimensional theory of burnout which is composed of three elements, which are emotional exhaustion, depersonalization (reverberation to other people), and personal accomplishment (individuals' acknowledgement to self) (Maslach, 1998; Maslach et al., 2001; Van den Broeck et al., 2008). As indicated in the results, the EMTs did experience burnout and stress in their social settings and work environments. The data presented a significant, positive relationship between emotional exhaustion and intent to leave and between personal accomplishment and intent to leave the teaching profession. The transactional model of stress and coping theory (Lazarus & Folkman, 1984) is a framework for assessing difficulties and methods to cope with the forms of stress. In the current study, there was a significant, positive relationship between teacher stress and intent to leave. Thus, the resources and coping mechanisms that were possibly available (Lazarus, 1966, 1991; Lazarus & Folkman, 1984) to EMTs were not supportive of their need to cope with

stress while teaching in the UAE (McCarthy et al., 2010), except for spiritual growth. The HPM is a theory developed to enhance the understanding of individuals' health and/or wellness (Pender et al., 2011) and make an independent, conscious decision to participate in health-promoting activities (Sheehy & McCarthy, 1998). The participants of this current study participated in health-promoting activities. One of the six subscales, spiritual growth, was found to be a significant predictor of the intent to leave.

Industrial/Organizational psychologists have consulted with teachers and employees of various organizations who have experienced stress and burnout in the workplace (McCarthy, Lambert, Lineback, Fitchett, & Baddouh, 2016; Zhao, 2016). An I/O psychologist, with data derived from this current study, could yield spiritual growth activities to alleviate stress, burnout, and retain beginning EMTs. Spiritual growth can be incorporated in training EMTs on self-awareness, coping mechanisms, and targeting the causes of their job stress and burnout. The data obtained in this study may assist teachers, administrators, school district personnel, educational systems, and stakeholders. An additional recommendation for research is to assist teachers in determining coping mechanisms, such as ISIWPs, to alleviate the stress and burnout. The EMTs need an implementation of resources available, which should be governed by school administration.

Conclusion

The rate at which beginning teachers resign is an international concern (Dicke et al., 2014; Jalongo & Heider, 2006; Organisation for Economic Cooperation and Development, 2005). The rate of beginning teachers resigning has accelerated for nearly

18 years with approximately 33% leaving their career choice within the initial three years of teaching (McCarthy et al., 2014; National Commission on Teaching and America's Future, 2009). Teachers who resign are thought to be teachers who are not satisfied in the profession and seek alternative career choices (Ingersoll, 2001). This research contributes significantly to teacher shortage on an international basis (Dove, 2004; Fern, 2017; Macdonald, 1999). A need exists to identify stress and burnout early in teaching careers, as this may be valuable in evaluating retention of teachers and precursors of intent to leave (Aspfors & Fransson, 2015; Glazer, 2018; Jadoo et al., 2015; Ryan et al., 2017). With the results of this present study, it is evident that EMTs had experienced stress, burnout, and intent to leave. The EMTs should recognize the causes of these conditions and address it with positive coping mechanisms to alleviate.

Findings from this study indicated that spiritual growth was a significant, negative predictor of intent to leave the teaching profession. The EMTs' burnout levels did not have a moderating effect on the intent to leave. However, there was a significant, positive relationship between emotional exhaustion and turnover and between personal accomplishment and turnover intention. The EMTs' stress levels did not have a moderating effect on the intent to leave, yet there was a significant, positive relationship between teacher stress and turnover intention.

For the importance of education systems worldwide, teachers learning and developing coping mechanisms to combat the effects of stress and burnout, and the future of students' educational needs, schools should provide information on spiritual growth as a coping mechanism to assist teachers in dealing with stress and burnout. Excessive stress

can generate health issues and burnout (McCarthy et al., 2010). Teachers should be healthy to work at optimal levels. School administration, school districts, and stakeholders with an interest in healthy, low-stressed teachers and students working at optimal levels should consider school policies that support the coping mechanism of spiritual growth for teachers to aid in reducing the elevated levels of teacher attrition (Carver-Thomas & Darling-Hammond, 2019). Deliberation of opportunities for health promoting activities for EMTs, such as spiritual growth, should be taken into consideration.

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Appendix A: Permission to Use HPLP-II Survey

Health Promoting Lifestyle Profile-II Survey
Request for permission to use HPLP-II 3 28 2018
Walker, Susan Noble [redacted]
Thu 3/29, 1:12 PM Kimala N. Proctor
Inbox
Dear Kimala,

You may use the HPLPII for your research.

Best wishes,

Susan

University of Nebraska Medical Center

COLLEGE OF NURSING
Community-Based Health Department

[illegible] Nebraska Medical Center
Omaha, NE 68198-4350
402/559-4382
Fax 402/559-6379

Dear Colleague:

Thank you for your interest in the *Health-Promoting Lifestyle Profile II*. The original *Health-Promoting Lifestyle Profile* became available in 1987 and has been used extensively since that time. Based on our own experience and feedback from multiple users, it was revised to more accurately reflect current literature and practice and to achieve balance among the subscales. The *Health-Promoting Lifestyle Profile II* continues to measure health-promoting behavior, conceptualized as a multidimensional pattern of self-initiated actions and perceptions that serve to maintain or enhance the level of wellness, self actualization and fulfillment of the individual. The 52 item summated behavior rating scale employs a 4-point response format to measure the frequency of self-reported health-promoting behaviors in the domains of health responsibility, physical activity, nutrition, spiritual growth, interpersonal relations and stress management. It is appropriate for use in research within the framework of the Health Promotion Model (Pender, 1987), as well as for a variety of other purposes.

The development and psychometric evaluation of the English and Spanish language versions of the original instrument have been reported in:

Walker, S. N., Sechrist, K. R., & Pender, N. J. (1987). The Health-Promoting Lifestyle Profile: Development and psychometric characteristics. Nursing Research, 36(2), 76-81.

Walker, S. N., Volkan, K., Sechrist, K. R., & Pender, N. J. (1988). Health promoting lifestyles of older adults: Comparisons with young and middle-aged adults, correlates and patterns. Advances in Nursing Science, 11(1), 76-90.

Walker, S. N., Kerr, M. J., Pender, N. J., & Sechrist, K. R. (1990). A Spanish language version of the Health-Promoting Lifestyle Profile. Nursing Research, 39(5), 268-273.

A copy of the instrument (English and Spanish versions), scoring instructions, an abstract of the psychometric findings, and a list of publications reporting research using all versions of the instrument are available for download.

Sincerely,

Susan Noble Walker, EdD, RN, FAAN
Professor Emeritus

Appendix B: Permission to Use TSI Survey

Teacher Stress Inventory
Michael Fimian [redacted]
Thu 3/29, 11:05 AM
Inbox
Hi Kimala,

How are you today?

Sure, NP. Were you able to find my webpage on the TSI?

Regards,

Michael

Dr. Michael J. Fimian
InstructionalTech.net
[redacted]

[redacted]
www.InstructionalTech.net

Permission for Use

Consider this memo as permission to use the TSI at no cost to you; you may want to print this for your committee and for the Graduate School. Usually, they want and need some proof that you are legally using a scale. Please honor the copyright policy by using the Inventory for only research and other not-for-profit purposes. You will need to provide us with basic information about who you are, however, so that we can stay in touch with you.

If you haven't already done so, take a moment and contact Michael at [redacted] to inform him of your interest in using the TSI.

(http://www.instructionaltech.net/WordPress/home/teacher-stress-inventory/)

Appendix C: Permission to Use MBI-ES Survey

mind garden

www.mindgarden.com

To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Maslach Burnout Inventory forms: Human Services Survey, Human Services Survey for Medical Personnel, Educators Survey, General Survey, or General Survey for Students.

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument form may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed below.
Sample Items:

MBI - Human Services Survey - MBI-HSS:
I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some recipients.

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MBI - Human Services Survey for Medical Personnel - MBI-HSS (MP):
I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some patients.

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MBI - Educators Survey - MBI-ES:
I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some students.

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Cont'd on next page

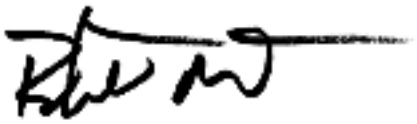
MBI - General Survey - MBI-GS:

I feel emotionally drained from my work.
In my opinion, I am good at my job.
I doubt the significance of my work.

MBI - General Survey for Students - MBI-GS (S):

I feel emotionally drained by my studies.
In my opinion, I am a good student.
I doubt the significance of my studies.

Sincerely,



Robert Most
Mind Garden, Inc.
www.mindgarden.com